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ABSTRACT

The study described here was designed to answer questions about effective instruction in low socioeconomic status (SES) elementary schools by focusing on classroom organization and management, especially what specific steps are important at the beginning of the year. This progress report details the history of the study, describes data collection activities, and proposes future collaborative activities to follow. Interviews, questionnaires, classroom observation, and student engagement ratings are used to gather and analyze data. Appendices provide examples of: (1) a proposal for the research to be conducted: (2) the handout given to participating teachers to describe the study; (3) outlines and follow-up questions; (4) the manual for student engagement ratings; and (5) guidelines for using component ratings. The purpose was to discover what strategies work best and what mistakes can prevent a smoothly running classroom from developing. (DS)

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INTERIM PROGRESS REPORT:

THE CLASSROOM ORGANIZATION STUDY

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INTERIM PROGRESS REPORT:

THE CLASSROOM ORGANIZATION STUDY

Abstract

The Classroom Organization Study is part of a collaborative effort between the UT R&D Center, the Austin Independent School District (AISD), and NIE. This study was designed to answer questions about effective instruction in low SES elementary schools by focusing on classroom organization and management, especially what specific steps are important at the beginning of the year. During the school year 1977-78, data are being collected to address these questions, and analyses of the data have begun.

This progress report details the history of the study, describes data collection activities,and proposes future collaborative activities to follow this year's efforts.

The Classroom Organization Study is part of the Austin Independent School District Project (AISD Project), which involves collaboration and cooperation between three agencies:

1. The Research and Development Center for Teacher Education at the University of Texas at Austin (R&D Center);
2. The Austin Independent School District (AISD); and
3. The National Institute of Education.

During 1977-78, two major efforts are being carried out through the AISD Project: the Classroom Organization Study, and assisting the District in the development of a Teacher Evaluation instrument. The purpose of this report is to discuss the Classroom Organization Study by giving a progress report of

activities to date, and proposing future activities which will include continued collaboration between the three agencies in addressing questions about effective instruction in low SES elementary schools.

Background

Much work done at the R&D Center over the last few years by the Correlates of Effective Teaching Program (COET) has focused on classroom processes which related to achievement in the basic skill areas in elementary schools. This interest and general research background led to one component of the first year of the AISD Project in which the COET staff produced a series of research reviews on effective teaching in low SES elementary schools. (Other Center programs were also involved in other components.) The reviews included research done in Austin Schools by the Center, as well as work by researchers in other parts of the country. They covered the topics of in-service, classroom structure, teaching methods, teacher-student interaction, and the use of instructional time. Each was produced in two forms: a 15-20 page paper, and a 5-6 page version that summarized the highlights of the research. These reviews were disseminated in AISD by the Center and by the AISD Office of Research and Evaluation (ORE) with whom the Center had worked closely in preparing the reviews. (The papers were part of one of ORE's priority efforts that year, which was the gathering of information for district personnel about research findings on instruction of low SES students. ORE prepared summaries for other topics, and the R&D Center prepared the reviews of research on classroom processes.) The summaries have been very well-received throughout the District.

One result of these summaries was that R&D Center staff met AISD administrators in the Division of Instruction and then began to discuss how the Center researchers

might be of further use to practitioners in the District. These contacts resulted in a list of research questions about effective teaching in elementary schools, especially low SES schools, which were of high concern to the staff of the Division of Instruction.

One set of questions on this list was about classroom organization and management. Since much past R&D research had yielded conclusions that these were extremely important facets of teaching, especially in low SES schools, it was decided that this topic could be most effectively researched by persons at the Center. Indeed, all of the research summaries prepared by the Center, and much original work done here, had expressed the importance of effective organization and management techniques which resulted in greater student time on academic task and greater involvement with and exposure to academic content.

However, very little was known about what specific teacher behaviors result in "good" and "bad" organization, and there was especially little information about what factors are most important in establishing a smoothly-running classroom at the beginning of the year to prevent problems from starting. There is a wealth of general advice that ranges from "Don't smile until Christmas" to "Have your room organized and ready on the first day of school." However, it was felt that such general statements were not sufficient to help a teacher learn effective organization, especially when (s)he has never taught before. General principles of instruction are useful, but they must be illustrated and supported by concrete examples if they are to be internalized by new and inexperienced teachers.

Therefore, the Classroom Organization Study was designed to answer some very specific questions about establishing and maintaining classroom organization that results in greater student time on task, exposure to content, and achievement. The ultimate purpose of the study is to produce knowledge that can be expressed

in terms of specific teacher behaviors that comprise effective organization, as well as a compilation of ideas and examples of classroom strategies that can be shared among teachers. Of course, the study will also yield new ways of conceptualizing classroom organization, and a deeper understanding of such principles as "it is important to establish credibility with your students."

Specifically, the objectives of the study were to answer questions about organization of time, instructional materials, contacts between the teacher and students, and the external constraints imposed on teachers. These topics also reflected specific district concerns.

After several informal discussions with AISD staff, a proposal was sent to the Director of Elementary Education which presented some specific questions which would be addressed by the study. This proposal is given in Appendix A.

The response to this proposal was very positive, and it was agreed to conduct a study during the school year 1977-1978, to focus on organization and management in third grade classes in schools with large proportions of students from low SES backgrounds. Therefore, during the summer of 1977, planning for the study was begun. Three program areas in the Center have been included in the Classroom Organization Study since the planning period:

1. The Correlates of Effective Teaching Program (COET) has been responsible for designing the instruments for observation, training observers, and setting up observations in the schools.

2. The Procedures for Adopting Educational Innovations/Concerns-Based Adoption Model (PAEI/CBAM) Program has been responsible for interviewing the teachers in the sample using the focused interview techniques developed by them.

3. The Evaluation of Teaching Program (EOT) has been responsible for much of the quantitative data analyses of the study.

While planning of instrumentation was occurring at the Center, contacts were also made with principals and teachers in the District.

Principals in 10 schools were contacted and the proposed study was discussed with them. Generally, the reaction of the principals was quite favorable, and they arranged for a meeting with their third grade teachers during the week before school.

After meeting with faculties, 29 teachers in eight schools agreed to participate in the study. In the initial meeting with them, the researchers explained what would be done and what participation was required of the teachers. A teacher handout which describes the study and the teachers' role is given in Appendix B.

During the first week of school, one teacher decided not to participate due to sudden family problems, and later in the year another teacher was dropped from the sample because she did not return to school after maternity leave. Therefore, the sample is presently composed of 27 teachers. Two of these teachers were transferred to other grade levels (second and fourth), but observations of them have continued. Obviously, some of these data will not be compared directly to the third grade classes.

Throughout the data collection period, the researchers have communicated with the teachers periodically to advise them of the progress of the study. On the whole, the rapport established with the teachers has been excellent, and the observers have been accepted in the classroom with few problems.

Data Collection

There are several sources of information in the study. Each is described briefly below, and the appendices contain more complete information.

Data collection to date has been divided into three stages:

1. Classroom observations in the first three weeks
2. Teacher interviews and questionnaires
3. Classroom observations after November

Classroom observations in the first three weeks

Each of the 28 participating teachers was seen eight or nine times during the first three weeks of school yielding over 600 hours of observation. Half of the teachers were seen on the morning of the first day, and the rest were seen on the morning of the second day. Each teacher was observed during both mornings and afternoons, with a ratio of about two morning observations to every afternoon one.

Observer training. Eighteen observers participated in this phase of data collection. Many of them were former teachers, some were graduate students already involved in R&D work, and others were R&D staff members. All observers underwent a week's training which emphasized the nature of third grade classrooms and the types of teacher and student behaviors which were important to note. They also received some practice and feedback based on their observations of videotapes.

The observation sessions in the first three weeks resulted in four types of information.

1. The narrative record. While in the classroom, the observers maintained a written record of all occurrences which involved organization and management. This narrative addressed 61 specific questions described below under "Follow-up questions" and followed a general outline presented in Appendix C. The narrative technique was used because of the nature of the questions being asked, and the difficulty of answering them with more quantitative approaches. That is, the need was for specific examples of techniques that worked or didn't work, and a coding system which relied on general categories of behaviors would not have produced the fine-grained, anecdotal information needed.

2. Follow-up questions to the narrative record. After completing a written narrative, the observer then went through the set of 62 questions. These are presented as Appendix D. Answers to these were to have been included in the

narrative when applicable. When they had not been, the observers added the information on a special form, or else they indicated that a particular question was not applicable to that day's observation.

3. Student engagement ratings. Since the short-term outcomes of student time-on-task were important to this study, the observers took a count every 15 minutes of the number of students who could be classified in each of 5 categories of engagement:

a. On-task academic. The student was working on an academic assignment (e.g., writing an assignment).

b. On-task procedural. The student was performing a procedure or routine which was not academic in nature, but which was expected and desired by the teacher (e.g., lining up for a transition).

c. Off-task sanctioned. The student was not performing an academic or procedural task, but was not misbehaving (e.g., going to the bathroom).

d. Off-task unsanctioned. The student was involved in an undesirable activity (e.g., talking when this was not allowed).

e. Can't tell. When the observer could not confidently classify a student as belonging to one of the above categories, he or she was counted here.

The manual and the form for using these ratings in the first three weeks' observation are given in Appendix E. These were modified for observations conducted after November.

4. Component Ratings. Although the narrative records are considered to be the richest source of data regarding the teachers' organizational and management behaviors, a systematic set of counts and ratings of specific characteristics were completed after each observation in order to provide a common set of measures on each teacher. Therefore, after each observation, a set of 32 ratings were

completed. The manual for use of these ratings is given in Appendix F. These items were considered components of an assessment system of nine goal areas:

1. Assessing the needs and academic mastery of pupils
2. Designing lessons to achieve particular purposes
3. Locating, constructing, and using materials
4. Presenting information clearly
5. Developing skills and processes of reasoning
6. Developing positive attitudes
7. Managing pupil behavior
8. Interacting effectively
9. Demonstrating self knowledge

This assessment system was included in the Classroom Organization Study for two reasons. First, the system provides high inference ratings in several domains important for management, and thus it has the potential for identifying global areas that differentiate various levels of capability in organizing and structuring classroom activities. Second, the use of the assessment system provides a way to relate this research study to pre-service teacher education, since the assessment system was developed by a committee of faculty from U.T. Austin, including one of the AISD Project staff. The system is currently being used on a pilot basis in the elementary teacher education program at the University of Texas; research on this system will allow these pre-service criteria to be validated against teachers in the field.

Therefore, by the end of the first three weeks, each teacher had been observed at least 8 times for at least two hours each visit, and each observation resulted in a detailed narrative, follow-up questions, student engagement ratings, and component ratings. These data represent probably the most intensive examination made to date of what occurs at the beginning of school in a large number of classrooms.

Other data collected from observers after the first three weeks. Each observer saw from two to five teachers several times each, and each teacher was seen by at least two observers. In order to get more general information from the observers, each was personally interviewed by the principal investigators in "debriefing" sessions. The questions asked in these observer interviews are given in Appendix G. Also, the observers completed ratings of each of their teachers in seven of the nine Goal Areas on which the component ratings were based. Information about using these as one-time ratings is provided in Appendix H.

Teacher interviews and questionnaires.

The observations provided a wealth of information about the 28 classrooms, but much important knowledge can not be obtained through observation, especially information about planning, decision-making, or constraints affecting the teacher. Therefore, two interviews were conducted and a questionnaire was completed by each teacher.

Interviews. The first interview was for the purpose of gathering information about aspects of classroom organization which were not observable. Several specific questions were also asked about the organization of reading. (A focus on one content area was included in order to look at patterns of organization in a more specific context.) The questions included in this interview are given in Appendix I.

The second interview was for the purpose of determining each teacher's Level of Use of overall classroom organization and the teaching of reading. These were conducted by members of the staff of the PAEI/CBAM program at the R&D Center according to interview techniques developed by them to define Level of Use. This reports the behaviors described by "users" of an innovation, and has been used extensively to diagnose the status of the users and their relationship to the implementation of an educational innovation. Such information, is, of course, essential for making prescriptive statements about improving use. Rating the

interview of a user obtains data representing Levels of Use for each of seven aspects of use of an innovation in addition to an overall rating. These categories are listed on the rating sheet provided in Appendix J.

Although classroom organization had never been considered an innovation per se, it was felt that it could be studied by similar techniques since it can be viewed as something which must be learned through use. Therefore, an important research question in this study was how easily the concept of Level of Use and the associated methodology could be applied to a more global concept like classroom organization.

Questionnaire. The Stage of Concern questionnaire was also completed by the teachers, once for overall classroom organization and again for reading instruction. These were also based on work done by the PAEI/CBAM staff at the Center, and will provide information about teachers' most intense concerns about classroom organization and reading at the time of the interview. Copies of the two questionnaires are included in Appendix K.

Classroom Observations after November.

After the first three weeks of school, observations stopped for about six weeks. During this time, the data from the first three weeks were transcribed and organized, and modification of the instruments for the rest of the year was planned. Observations were then resumed in November for the purpose of following each classroom through the year to assess trends in organization and short-term outcomes. This phase of observation represents the current data-collection.

The teachers are being observed about once every two weeks, and each teacher is seen by two observers who alternate visits. There is presently a staff of four regular observers, and the principal investigators also observe occasionally.

The observations are similar to those conducted in the first three weeks, with some minor changes in the instrumentation. The follow-up questions are no

longer in use, and instead there is a more detailed set of guidelines for the narrative. There have also been changes in the Student Engagement Ratings and the addition of a time log. The component ratings are no longer being used on a regular basis, although periodic global ratings of the teachers will be done in the future. Therefore, each observation now consists of a narrative, a set of student engagement ratings, and a time log.

1. Narrative. The questions to be addressed in the narrative are somewhat different from those which were of concern at the beginning of school. Instead, the focus is more on maintenance of organization and modifications throughout the year. The manual for the narratives is given as Appendix L.

The most important addition in emphasis has been to focus as much as possible on reasons that students are off-task. That is, observers are asked to include information about antecedent or simultaneous conditions that can be linked to individual students or sub-groups of students who are not engaged. In this way, the student engagement ratings can be linked up to what is going on in the classroom at the time. This can lead to conclusions about the relationships between teacher organizing techniques and student on-task behavior. For example, these two samples suggest specific advice which might be useful to teachers.

> "The boy by the bathroom doors looks up every time someone passes him, and he seems to be a kid who is very easily distracted. It's taken him 30 minutes to copy his ten spelling words, but the teacher hasn't realized this yet."

> "The teacher's explanation began by making sure everyone was watching her and silent. She then explained Part 1 and let them begin it. When almost everyone had finished, she called for their attention again and presented directions for Part 2 and after-work options. This interruption did not seem to bother the children, since all of them got back to work right away, and soon seemed to be looking at Part 2 in their books. Since the instructions for 2 were so different from 1, I think the kids would have been confused if they had gotten all the directions at once. The teacher spent the rest of the time working with three students at the reading table. There was very little off-task behavior in the students at their seats."

2. Time log. After the observation is completed, the observers fill out a time log which includes information on how long transitions took, how much time

was spent on each type of activity, and how many students were involved. The time log can be used along with the narrative to get a complete picture of the classroom.

3. Student Engagement ratings. As was done in the first three weeks, every 15 minutes the observer counts the number of students who can be classified in each category of student engagement. However, there were some slight changes in the categories. In addition to counting students, the observer notes the code number for a set of categoires for lesson format and subject matter. Other changes included dividing the academic and procedural on-task categories into "definitely on-task" and "probably on-task" for each type of activity. A category was added for "dead time," in which a student has nothing specific to do, and the meaning of the "Can't tell" category was limited to students who were not visible to the observer. The manual for these revisions of the student engagement ratings is given in Appendix M.

Future data collection activities.

Before the end of the school year, the observers will complete rating their teachers, and the teachers will be interviewed once more to gather information which was not available through observation.

Data Analyses

Current data analysis activities are being carried out by each R&D program. This includes reading the narratives and first interviews by the COET staff and discriminating effective from less effective techniques. This has been a qualitative task so far, and is resulting in hypotheses about a variety of organizational principles. For example, after looking through the narratives and classifying the teachers on the basis of Student Engagement Ratings, the following four characteristics seemed to be evident in teachers who had high on-task and

low off-task ratings in the first three weeks of school. All of the characteristics can be richly illustrated with case studies and anecdotes with both positive and negative examples.

1. The more effective organizers had thought in advance of the rules and procedures necessary in their classrooms, and saw that these were established and communicated to the students before problems arose.

2. The more effective organizers considered that the teaching of these rules and procedures was a very important part of instruction those first few weeks. That is, they taught "going to school" skills by providing practice in moving through procedures, responding to signals, etc., and pointed out to the students when they were behaving appropriately. They spent as much time as was necessary to establish basic routines and smoothly running procedures.

3. The more effective organizers were able to "see through their students' eyes" in planning the classroom and introducing the students to the school year. That is, they could predict what would confuse or distract a student, and what would be of immediate concern to him or her. They used this information in such a way that problems were prevented.

4. The more effective organizers introduced their students to independent work gradually, and did not "let go" of them without close supervision until they had communicated certain expectations to the students and had established credibility as the leader of the classroom.

Such principles, along with others which will become apparent as more narratives are analyzed, will be used to organize the information from the study for the purpose of communicating it to practitioners.

Other data analysis activities are being carried out by the PAEI/CBAM Program. They have scored the LoU interviews and are in the process of scoring the SoC questionnaires so that profiles of all teachers will be available for these two measures.

The EOT Program has been involved in tabulating the numerical data (e.g., Student Engagement Ratings and observer ratings). Future quantitative data analyses will include examination of year-end achievement on the California Achievement Tests which the District administers to all third grades. These data will be used to relate management styles to achievement, and also to compare the short-term outcomes (Student Engagement Ratings) to longer-term outcomes (achievement test scores).

Concurrent Related Activities

Several other activities during the past year are related indirectly to the data collection effort just described. One of these has been the documentation by the PAEI/CBAM program of the total collaborative effort. This documentation has consisted of an ethnographer being present at most meetings, or else gathering information from persons who were present. The results have been extensive records which describe the developing collaborative effort from many different perspectives.

An effort has been made to provide periodic feedback to the teachers and principals involved, as well as to administrators in the school district on the progress of the study. This has been accomplished primarily through memos and through personal meetings with the administrators.

As a result of the literature reviews, and more recently, of the initial analysis of the observation data, there have been several requests from persons in the school district over the last few months to discuss research findings. In August, persons from the COET Program met with administrators (primarily principals and instructional coordinators) to present a summary of research findings on effective teaching in low SES schools. This workshop resulted in requests to address the faculties of four schools, and requests

from other schools to supply extra copies of the short literature reviews. More recently, there was a request from the Division of Instruction to talk with a small group of student teachers about the findings from the Classroom Organization Study about beginning school. Another invitation has been extended to give this same presentation to 150 student teachers in February. All such requests from the district have been fulfilled. The interest shown by the district has indicated a genuine desire for the kinds of information that the R&D Center can share with them.

Proposals for Future Activities

AISD representatives have been enthusiastic about the quality of information which has begun to emerge from the Classroom Organization Study, and R&D Center staff have begun discussions with them about future activities. Two major groups of activities have been proposed as the focus of collaborative work over the next several years. The first is to continue similar research on other grade levels in order to learn more about contextual factors influencing classroom organization. The second is to serve as an information resource to the district as they conduct staff development activities related to classroom organization.

The specifics of such work will depend, of course, on many factors, primarily funding and staffing. Therefore, the proposals given below are necessarily general, and are intended to communicate the common goals viewed as important by both AISD and Center staff. The proposed work is programmatic in nature, in that it is intended as a long-range look at possible areas of collaboration which will develop over time into a series of interrelated efforts that reflect both the Center's and the District's priorities and expertise.

Further research on classroom organization at other grade levels

The Classroom Organization Study is being conducted in third grade classes in schools serving children from low to lower-middle SES backgrounds. Many of the results, especially the general principles, will be generalizable to other elementary classrooms. However, the specific examples of useful techniques may not be appropriate for teachers in predominantly middle or upper-middle SES schools or at other grade levels. Therefore, it would be desirable to test whether the principles deduced from this year's work generalize to other settings, and to determine what additional contextual factors must be considered in arriving at a general set of principles to explain the effects of classroom organization and management.

One specific area of interest is the management and organization of classes at higher grade levels, especially upper elementary and early secondary. In Austin schools, students in the sixth grade begin to receive instruction from several content-area teachers, rather than having one primary classroom teacher. This organizational pattern is continued through secondary school. This does represent a significantly different arrangement from earlier elementary classes, and therefore presents different management needs.

We propose to extend this year's research effort to higher grade levels for several reasons. First, compared to the early elementary grades, much less is known about the influence of teacher management and structuring behavior on older children. Second, the data that are available do not speak to questions of the influence of organization, behavior, and decisions at the beginning of the school year. Instead, most reported research has obtained data during a later portion of the school year. Consequently, potentially important antecedents to observed effects can only be inferred. A third reason for moving to another grade level is to establish the generality of principles derived from the current year's work. Finally, some questions about management and

organization can be answered only by examining relationships in another context. Examples of such questions include the following: What constraints are imposed on the teacher by having a new class every hour? What are ways of structuring time within a fixed period to accomplish goals? How does a teacher working with young adolescents or pre-adolescents establish credibility as a leader in the classroom? How much and what types of off-task behaviors can be expected in classes with different intial structures? How do procedures and structures evolve during a school year? What is the relationship of lesson format (e.g., lecture, discussion, independent study) to on-task behaviors for students at this age? How can teachers best keep up with the progress of 150 students?

The experience gained in the conduct of the Classroom Organization Study would be reflected in the design and conduct of a similar study at another grade level. Observers will have had a year's experience collecting narrative data on classroom organization. It will be easier for the principal investigators to structure observations from the beginning, since they will have a better idea of what to look for. It will be possible to pilot some instruments on junior high classes before the end of this year in order to be ready for the beginning of the next school year.

Such a study would also be a logical way to follow work done by the COET Program in a large-scale correlational study of relationships between English and math achievement and classroom processes in seventh and eighthgrades. These data revealed patterns similar to those established at earlier grade levels for amount of time spent on task and the value of a well-organized classroom. However, these results do not speak to junior high teachers who want specific suggestions for ways of organizing their classrooms at the beginning of the year or maintaining their management through the year.

One possible design for such research would be to include 15 mathematics and 15 English teachers and 10 social studies and science teachers in upper elementary or early secondary classes in Austin, Texas. Observations would be made in two classes per teacher for a total of 80 classrooms included in the study. Repeated observations on the same teacher with different classes will enable the study to assess the influence of different pupil groups of the teachers' behaviors. Inclusion in the sample of English and mathematics classes will enable the project to study relationships between behaviors and achievement, since the district administers standardized achievement tests in these subjects. The inclusion of science and social studies classes in the research will permit the study of special effects or structures in those contexts.

Instrumentation for the proposed research will be similar to this year's effort. Narrative reports will form the core of the information base, and will be structured around specific questions (viz Appendices D & L). In addition, insights and questions generated from this year's study will improve and extend the information obtained through the narrative records. Where appropriate, instrumentation will be developed to provide frequency counts or ratings. Teacher interviews will again be used in order to obtain information about decisions made and activities undertaken prior to the beginning of the school year, and to determine which unobserved variables might significantly affect the teacher's organization and management.

The proposed effort will produce information similar to that being gathered at the elementary level. Having access to both data bases will be advantageous because the commonalities between effective management at each level should be evident, as will the points at which context and age of student create important differences in effective teaching strategies. Performing such comparative analyses has important implications for application to teacher education, both pre-service and in-service.

Communicating findings of research to classroom teachers

It is almost a truism to say that a very great problem in maximizing the value of educational research is that it is often difficult to translate it into practice. However, in any effort involving collaboration with practitioners, this concern is of great importance. Indeed, the Classroom Organization Study was conceived as an effort that would help "fill in the gaps" of research knowledge by providing concrete examples of good and less good organization to illustrate abstract principles.

Therefore, discussions with school personnel have included proposals for assisting them in incorporating the study's results into ongoing staff development programs about classroom organization. Some specific ideas follow, in which R&D Center staff could play an important role as information resource persons and consultants to the District. These ideas reflect a sequence of activities to take place over the next few years.

1. R&D Center staff will produce written materials describing the results of the study for several audiences: teachers, both beginning and experienced, instructional coordinators and principals, and other researchers. This will begin in the spring and summer of 1978.

a. Teachers' materials would be concrete, with as much practical emphasis as possible. However, rationales given in classroom language would also be important. That is, teachers need not only specific suggestions (e.g., "Advantages and pitfalls of 15 room arrangements"), but they also want to know the principles underlying the specifics. For such written materials, R&D Center staff would use teacher consultants, as well as school administrative staff, in order to maintain the perspective of a classroom teacher who must deal with very practical concerns every minute of the day.

b. Principals, instructional coordinators, and other administrators who work with teachers would consititute another audience with special informational needs as well as a group whose insights would be important in drawing conclusions from the data. In addition to the practical materials produced for the teachers, administrators may want more of the rationale and discussion about why certain strategies do and do not work in a classroom. They may also be interested in information about ways to observe classroom organization. In producing any materials intended for school administrators, the R&D Center would rely heavily on the experience and expertise of the AISD staff, and together they could produce materials which would be useful to other districts as well.

c. Other researchers, both school district and university, would also be considered in reporting findings as well as in discussion of methodology. Although most school research offices do not have the resources to conduct studies of this scope, they might be able to utilize some of the instruments for their own purposes. For example, the Student Engagement Ratings might be useful in evaluating certain programs which had as an objective greater student time on academic tasks.

2. Dissemination can not stop with the production of written materials. Therefore, R&D Center staff, working with school district personnel, will explore different ways of communicating research findings in a way that has the most impact on classroom processes. Obviously, oral presentations can be developed on various topics from the study (e.g., room arrangement, establishing rules and procedures, maintaining order). In fact, this has already begun with requests from the District to address faculties or student teachers (see the preceding section on "Concurrent related activities".)

However, this form of inservice may not be most appropriate for all types of information, especially for something as complex as classroom organization.

Therefore, one option which has been discussed with the District is the development and comparison of models of staff development which present information in different ways, with the objective of each being to improve classroom organization so that more students are engaged on task more of the time, more content is presented to the students for practice, and/or achievement at a desired level is attained.

The actual conduct of staff development activities is, of course, the District's responsibility, but the Center could provide useful assistance in planning ways to create and compare various models of inservice training. The Center will always be very interested in how information from its research is used in the schools, and would welcome such a consultative role. Although an effort like this would not begin for at least another year, preliminary discussions have already taken place and some ideas have emerged about possible activities.

Such an effort might take as a starting point the written materials, and then compare the effects of different levels of personal exposure and feedback. For example, the following factors could be combined and contrasted in several research designs, depending on the feasibility of each:

1. Presence of written materials for teachers
2. Workshops at the beginning of the year
3. Regular, ongoing workshops (e.g., once a month)
4. Regular observation of teachers and feedback to them about their classroom organization.

Important research questions to be addressed could be:

1. For inexperienced teachers and/or teachers who have greater needs for improving skills, are all types of staff development equally effective?

2. For different aspects of classroom organization, are all types of staff development equally effective?
3. How can each type of staff development be assessed in terms of cost-effectiveness?

Such a series of efforts by the District would certainly be able to utilize expertise and experience resident in the Center. For example, the PAEI/CBAM Program has spent several years investigating the process of adoption of an educational innovation, and looking at various factors within teachers and schools that influence whether or not change actually will occur, given an intervention. Their knowledge in this area would be extremely useful in planning such efforts and predicting where problems in implementation might occur.

The COET Program has had experience in designing and conducting an experimental program in which the purpose was to encourage teachers' use of certain research-based principles hypothesized to increase effectiveness in teaching small groups. Analyses of implementation data from this study suggested that some principles were easily implemented through a minimal treatment, but others were not. The differences were related to the specificity of the suggestion and the familiarity of the teacher with the general types of behaviors being recommended. These findings have implications for the design of District staff development efforts for different aspects of classroom organization.

The EOT program has resident expertise in data analysis, methodology, and data base management, and could also be utilized in a consultative capacity in helping the District design a comparison of staff development models.

During any such activities, research into organization at different grade levels would be continuing, so that the input from the Center would remain up-to-date, and would therefore provide important perceptions into what must be

included in staff development programs. In that way the two activities proposed here are closely related.

Requirements for pursuing proposed lines of work

Obviously, the most important requirement for carrying out these efforts would be the availability of R&D Center staff and facilities. This would probably amount to support for at least six senior level staff members for at least one-quarter of their time which is our present level, and a minimal support staff of the equivalent of one full-time manager/administrative assistant, one and a half full-time secretaries, and one full-time computer programmer. The experience of the past year's data collection efforts has demonstrated the necessity of an adequate support staff for any study involving coordination between as many people and agencies as this one does, and one which produces as much varied information as this one has. The move away from strictly quantitative techniques to a mixture of quantitative and qualitative methodology was essential for the type of information needed here, but it also meant that many different perspectives needed to be represented among primary staff. Therefore, continuation of such efforts requires the ability to include on the staff persons with backgrounds in educational research, teacher education, classroom teaching, curriculum, and administration.

APPENDIX A:

Proposal sent to Director of Elementary Education during Summer, 1977.

MEMORANDUM

To: Dr. George Bowden

From: Carolyn Everston, Linda Anderson

Date: June 29, 1977

Subject: Proposed study of classroom organization and structuring techniques to be conducted as part of the AISD Program at the R&D Center

In response to your suggested needs for research and development in Austin elementary schools, and your list of specific topics of study which are of current concern to the school district, the R&D Center, through its School-based Research Program, is proposing a study to investigate classroom organization and structuring strategies. The specifics of the proposed study are listed below:

1. What is the purpose of the study? Research done at the R&D Center and elsewhere has confirmed the understandings of experienced school personnel that the teacher who has the most success in terms of achievement in the early grades is the teacher who has a well-organized, smoothly running classroom. This is especially important in schools with low achieving and/or low SES students. Unfortunately, there is at present very little specific information to give to new teachers about how to do this. The purpose of this study is to look at teachers in Austin as they organize their classrooms to see what strategies work best and what mistakes can prevent a smoothly running classroom from developing.

2. Who will be studied? Present plans are to concentrate on third grade classrooms in Title I or borderline Title I schools. We hope to look at equal numbers of experienced teachers and less experienced teachers in order to see a wide variety of organizational styles. We hope to observe at least 30 classrooms. This will enable us to more accurately assess the effects of different techniques and strategies.

3. How will they be studied? R&D staff members would observe the teachers and their classes intensively for the first four to six weeks of school in order to learn what teachers do to initially establish classroom procedures. After this period, the same classrooms would be visited less often, probably twice a month throughout the year. The observers would not interfere with any classroom activities, and all information gathered about a particular classroom will remain confidential as to the teacher's identity. The observers would talk with the teachers at the teacher's convenience in order to learn about planning activities which can not be observed, since planning is an important component of effective organization.

4. What kinds of information will be gathered? Present plans are to focus on four clusters of questions in order to find out how different strategies and techniques of classroom organization affect the answers.

a. What kinds of learning materials are used in the classroom? How many are there? How are they used? How does their use affect other aspects of instruction, such as time-on-task and contact with the teacher? What is the long-term relationship between quantity, quality and teacher management of materials to achievement?

b. How is time spent in the classroom? How much time is allotted to various subject areas? How much time is spent on actual instruction and how much in procedural matters? What is the relationship of time use and achievement over the year?

c. How much direct contact does each child have with the teacher? What kinds of contacts are these? What is the relationship between amount of teacher contact and achievement? For different students, are the contacts neutral, positive, or negative most of the time? How does this affect achievement?

d. What influences outside the classroom can hinder a teacher in establishing the kind of classroom organization that he or she would like to have?

5. What will happen after the information is collected? The results of the study would be given to the AISD to be used as desired. It is the Center's hope that this effort can be followed up the next year by our helping to disseminate the information to the teachers, especially new teachers, by means of further studies in which the results of this study would be made known to teachers; and R&D and school personnel could continue to assess the effects of changed teacher behavior in the areas of organizational and structuring strategies. The ultimate goal, of course, is to help teachers improve their skills in these areas in order to help the students learn more easily.

APPENDIX B:

Handout given to participating teachers to describe the study.

Teacher Handouts

Dear Teacher:

Since we hope that you and your third graders will be participating with us this year in the A.I.S.D. Classroom Organization Study, we would like to introduce ourselves and describe briefly what we hope to achieve in this project.

We will be sitting in on a number of third grade classrooms throughout the school year in order to observe different types of classroom organization. We are interested in seeing how Austin teachers organize their classrooms and manage instructional materials, instructional time, contacts with individual pupils, and activities. With the information we have gathered directly from classrooms we plan to formulate specific suggestions and advice on classroom organization which will be of practical help to other teachers, school district personnel, and teacher educators. In other words, we would like to see the AISD Classroom Organization Study complete the full circle from classrooms like yours back to many other classrooms.

We know that you have questions about the project and that you may want more information on which to base your decision to participate in this study. Below are answers to a series of likely questions, and we will also provide answers to other questions in person.

What is the background of the AISD Classroom Organization Study?

The study is a cooperative venture between the School District and the R&D Center for Teacher Education. The District has become increasingly concerned with the amount of real "learning time" available to Austin classrooms, and many individuals have become interested in how different teachers cope with outside constraints and organizational problems to provide the

greatest amount of teaching and learning activity. These concerns echo the Center's long-range mission, which involves the Center in "developing principles and alternative strategies which different teachers can employ to maximize their impact on child learning . . . and in identifying the contextual factors in school and community which can inhibit or be organized to support teaching and learning."

Throughout our planning this summer we have been pleased that so many administrators, principals, coordinators, and teacher-consultants have expressed enthusiasm for such a study. Your principal was one of those who agreed to let us observe in third grade classrooms if the teachers wished to participate. Since we at the Center have always felt very strongly about the necessity for teachers and researchers to work together for the improvement of the classroom process, we are looking forward to working with you in the AISD Classroom Organization Study.

What is the focus of the AISD Classroom Organization Study?

The study will look at various ways in which teachers organize their classrooms at the beginning of the year and how they maintain their organization throughout the school year. Because of this focus we plan to undertake what we call "naturalistic classroom observation," which means that we will sit in your classroom for certain periods as quietly and unobtrusively as we can. We will be observing very intensively during the first three weeks of school and then periodically through the rest of the year.

For a number of reasons we have decided to conduct the study in schools which receive a significant amount of Title I funding or which are near qualifying for Title I funds. The study will involve about 35 third grade classrooms in Austin. We will concentrate on several areas of classroom organization: what are some definite techniques teachers use in handling

instructional materials? how do they organize activities? and what are the internal and external constraints that interfere with a teacher's ability to create a "smoothly-running" classroom?

The study will analyze the information obtained from your classrooms in terms of specific teaching and organizational techniques which are seen as desirable trends. We believe that this information will be helpful to new teachers in the AISD or teachers who desire some specific suggestions on ways of improving their classroom organization.

What will I have to do if I participate in this study?

First of all, we wish to emphasize that it is your decision whether or not to participate in the Classroom Organization Study. Your principal has merely given us permission to contact you about the project. Naturally, as with any study of this nature, your privacy will be carefully protected and no confidential or identifying information about you or your classroom will be made available.

There are three activities which we will be asking participating teachers to undertake:

1. Observers allowed in the classroom 9 to 10 times during the first three weeks of school (probably for a half-day each time) and then once every 3 to 4 weeks thereafter (for a day or two half-days within the same week). As was mentioned previously, our observers have been trained to be as unobtrusive as possible in your classroom, and past research projects have proved this training to be quite successful. Estimated time required: none.

2. Participate in three interviews during the year. We plan to interview participating teachers after the third week of school, in January, and again in April. These will be short interviews focusing on your organizational techniques and your observations about your classroom. Estimated time required: one hour each.

3. Complete questionnaires. We plan to ask participating teachers to fill out short questionnaires twice during the study, once after the third week of school and again at the end of the year. Estimated time required: 30 minutes each.

What will I receive in return for participating in this study?

1. Honorarium for the extra time you spend during the year: We will pay each participating teacher $100.00 for time and effort; we hope to divide the sum for payments before Christmas and at the end of the school year.

2. Personalized feedback: At the end of the year you will receive personalized feedback based on our intensive observation of your classroom, and we would be happy, if you wish, to provide comments on the organizational and management processes which we saw throughout the year. We plan to structure our analysis of your individual classroom in the larger perspective of teaching and organizational trends observed in other Austin classrooms.

3. Written materials: You will receive copies of the results of the study as soon as they are available, along with other informal newsletters about the project.

APPENDIX C:

Outline for narratives collected during the first three weeks of school.

INTRODUCTION

This outline represents an intellectual framework to guide your observation of organization in the third grade classroom. To avoid the time-consuming task of specifying every conceivable activity in the classroom, this Narrative Guide is intended to help you focus upon the three major concerns of this study: How do teachers manage--1. materials, 2. environmental constraints, 3. behavioral contacts?

This narrative guide is not exhaustive in terms of possible classroom incidents. It is intended only to serve as a guide to use in preparation for classroom observation. It is not meant to be used as a checklist or as a set of specific questions to be answered. Preferably, the coder should study this narrative guide before entering the classroom. This procedure will permit the observer to attend to the classroom without hindrance (i.e., the need to be constantly referring to pieces of paper) while keeping the observer focused on the principles of this study.

CLASSROOM ORIENTATION

Structural orientation

What efforts have been made to organize the classroom environment? (10-15 minutes prior to the start of the first day) Bulletin boards used? How is furniture arranged? Map? General appearance of room?

Personal orientation

Introduction of students to a) teacher, and b) students.

Procedural orientation

(Consider, for example, procedures related to: a) classroom behavior, b) use of facilities, inside and outside room, c) procurement, use and maintenance of materials, and d) general classroom activities.)

What procedures and/or rules does the teacher outline for the students?

How does the teacher orient the students toward the procedures or rules?

(For example:

--How did the teacher introduce the procedure or rule to the students? Be specific in describing what she or he said.
--Was the procedure or rule established in response to a problem that arose, or was it done as a matter of course before any problems occurred?
--After introducing the procedure or rule by explaining it, what did the teacher do? Was there involvement of the students then in discussion of it or practice of it?
--How well was the procedure or rule followed the first time? What did the teacher do after its use for the first time?

How does the teacher orient the students to the daily schedule?

INSTRUCTIONAL EPISODES

Materials

Description

What types of materials are used in this episode?
(i.e., multisensory, homemade, commercial, media format used, etc.)

To what extent are the materials identical for each student?
(i.e., do all students have the same materials, are they all equally familiar with the materials, etc.)

Presentation/Use

What instructions are given (and who gives them) for use of the materials?

Did there seem to be any problems associated with using these particular materials?

Instruction

Beginning

How are the students organized for instruction?

(Whole Class--All students are attending to the same stimulus at the same time at the same rate.
Group--Students are divided into separate groups with the teacher moving between groups.
Individual--Students involved in independent work with teacher generally available for help.
Other--Combinations or unique situations.)

How does teacher indicate start of activity and move students into position?

[--Systematic?
--Students used?
--Time used? (delays?)]

What is the general subject for the lesson? What is the specific content? (i.e., math -- long division)

Middle

What method is chosen for imparting the information?

(discussion, lecture, group presentation, other?)

What interaction patterns occur within the lesson?

(Are students selected randomly, in any specific order, or are volunteers chosen? Are any sections of the class ignored?)

Is the teacher sensitive to student attention span and comprehension of subject matter?

What is the effect of the above on the lesson?

End

What is the method for concluding the lesson?

(test, summary, disorganized breakup, etc.)

BEHAVIORAL CONTACTS

Isolated or Specific Behaviors

What behaviors does teacher define as on- or off-task?

Teacher response to these behaviors.

Consistency of teacher behaviors.

Student reaction to teacher behaviors.

Interruptions

Classroom-based (behavior problems, sickness, etc.)

(--Cause
--Teacher reaction
--Student reaction, etc.)

Outside of Class (bell, fire drill, person entering, etc.)

(--Cause
--Teacher reaction
--Student reaction, etc.)

APPENDIX D:

Follow-up questions
used with narratives during
the first three weeks of school

FOLLOW-UP QUESTIONS FOR NARRATIVE RECORD

A. QUESTIONS TO ANSWER FOR OBSERVATIONS CONDUCTED ON DAYS 1-5 (FIRST WEEK)

1. What was the room arrangement?
2. What materials/assignments were ready for use in academic activities?
3. How did the teacher introduce himself or herself to the class for the first time?
4. How were students introduced to one another for the first time?
5. How were students introduced to classroom rules and procedures for movement, noise, use of materials, following schedules, behavior, etc?
6. Did the students participate in making the rules for the class?
7. Were the consequences of misbehavior discussed?
8. What beginning-of-the-year paperwork was handled in class?

B. BEGINNING OF ACTIVITY/TRANSITION INTO ACTIVITY OR SET OF ACTIVITIES

9. How did the teacher indicate the start of the activity or activities and what did he or she do to get everyone moved into position?
10. How did the students react to this?
11. What did the teacher do during the transition?
12. If there were delays, what caused them?
13. When the teacher had a group together (either large or small) and began a group activity, how was it introduced? Was there an overview or advance organizer?

WHEN THERE WAS INDIVIDUAL WORK:

14. Did the teacher decide what the students would do for individual work, or was there student choice of assignments?
15. If student choice, describe what happened.
16. If the teacher had decided, how did the students know what they were supposed to do?
17. Was there evidence of posting of assignments, posting of who went where, etc.?

C. STUDENT ACTIVITIES OR ACTIVITY

18. What were desired student activities? (To be answered on chart at beginning of question packet. Elaborate in this space if necessary for complete understanding.)

19. Were all of the students doing the same activity most of the time, or were there different activities going on in the room at the same time?

20. What were the major problems encountered by the teacher in terms of not getting the students to do what was desired?

21. What were the teacher's responses to unsanctioned behavior? Did any of the following occur enough times that it stands out in your memory as typical of that teacher's style in responding yo misbehavior?

    a. ignoring
    b. citing rule
    c. ordering student to stop the misbehavior
    d. signals appropriate behavior
    e. expresses feelings about mis behavior
    f. questions student to gain information about misbehavior
    g. isolates, separates
    h. punishes insome way

22. What were the typical results of the teacher's response to misbehavior?

23. Was the teacher consistent in his or her response to misbehavior?

24. Did the teacher seem to have a system for contacting students? If there was no apparent system, how would you describe his/her style in selecting students for interactions?

25. For each activity engaged in by the students, was there a product or assignment which reflected what the student had done during the time? (To be answered on chart at beginning of question packet. Elaborate in this space if necessary for complete understanding.)

26. Was there a set procedure for turning in work after it was done by individuals? If so, describe its use. If not, what did the students do with their work?

27. If there was not an assignment turned in, how did the teacher find out what the student had done during that period of time?

D. CONTACTS WITH THE TEACHER/FEEDBACK ON WORK

28. How did the students indicate that they needed help? What did the teacher typically do in response to their signals?

29. Were provisions made for what to do when assigned work was completed? Did any problems arise because of students completing work and then having nothing to do?

WHEN THERE WERE SMALL GROUPS AND INDIVIDUAL WORK GOING ON SIMULTANEOUSLY:

30. What did the teacher do when students approached him or her while teaching the small group? Was there a consistent response?

31. Did the teacher seem to be monitoring the rest of the class when working with the small group? How?

32. When the teacher interrupted himself or herself to deal with something out-of-group, what were the reasons?

33. Did the teacher leave the small group to deal with something in the rest of the room? What did the students in the group do when this occurred?

34. Describe the seating of the students in the small group, the teacher, and the out-of-group students with respect to each other. Say which way everyone was facing.

35. What happened if out-of-group students needed help while the teacher was with the small group? If they were delayed, how long was it before they got help?

E. PROCEDURES AND RULES IN EFFECT FOR THE ACTIVITY OR ACTIVITIES

36. What procedures were in effect during the activities? Include monitors, reward system and/or behavior mod system, planned policies for teachers contacts, etc.

37. For each procedure, describe its functioning: How well did it accomplish the purpose of getting routine activities accomplished efficiently?

38. What procedures were established for the first time? For each, answer the following questions:

    a. How did the teacher introduce the procedure to the students? Be specific in describing what she or he said.

    b. Was the procedure established in response to a problem that arose or was it done as a matter of course before any problems occurred?

    c. After introducing the procedure by explaining it, what did the teacher do? Was there involvement of the students then in discussion of it or practice of it?

    d. How well was the procedure followed the first time? What did the teacher do after its uses for the first time?

39. What rules were established for the first time? For each, answer the following:

    a. How did the teacher introduce the rule to the students? Be specific in describing what he or she said.

    b. Was the rule established as the result of a problem or was it done as a matter of course before any problem arose?

    c. After introducing the rule, what did the teacher do? Was there a discussion with the students or any other kind of involvement?

    d. How well was the rule followed that day? When someone did or did not follow the rule, what did the teacher do?

40. Did the teacher remind the students about any rules and/ or procedures, or reexplain any? What happened before this reminder or re-explanation? Describe the teacher's reaction.

41. What violations of already established rules and/or procedures occurred that were not responded to by the teacher?

42. What other behaviors occurred which were not responded to by the teacher, but which struck you as inappropriate for the classroom?

F. MATERIALS

For each of the materials used during the activity or activities, answer the following questions:

43. Was material set up and ready to use at the beginning of the activity? If so, how had this been accomplished? If not, what was done to get the materials distributed or set up?

44. How was the material supposed to be used or what was its intended effect? (Answer in terms of student activity.) (To be answered on chart at beginning of question packet. Elaborate in this space if necessary for complete understanding.)

45. What was the actual use by and/or effect on the students?

46. When the use and/or effect fell short of the ideal, what factor (s) contributed to the problem? Please be very specific, and indicate what factors mentioned were beyond the teachers's control.

47. What instructions were given to the students at this time about the use of the material?

48. What instructions had apparently been given to the students about the use of the material before this time?

49. What procedures were in effect regarding the use of the material? Include anything about getting it out, using it in an activity, and putting it up.

50. Give any anecdotes that indicate how the use of any materials might have affected the teacher's frequency of contact with a student.

51. Give any anecdotes that indicate how the use of the materials might have affected the time and attention a student spent on task.

G. INTERRUPTIONS AND DEAD TIME

52. What interrupted the flow of activity and/or required the teacher's attention unexpectedly? Be very specific and describe any factors which were outside the teacher's control. Specify source as internal or external to classroom.

53. For each of the interruptions, describe the teacher's response.

54. What was the result of the teacher's response for the majority of the class? That is, what did they do while the teacher was dealing with the interruption?

55. How much time and how many instances would you classify as "dead" time that have not been described above for any part of or for all of the class?

56. When there was dead time, what preceded it? In your opinion, what caused it and what could have prevented it?

57. What did the teacher do during the dead time?

H. ENDING THE ACTIVITY/BEGINNING THE TRANSITION INTO THE NEXT ACTIVITY

58. How did the teacher indicate the end of the activity and the need for a transition?

59. Was there a summarizing statement at the end of the whole class activity and/or any reference to future activity which would follow: (Include assignments)

60. How much advance notice was given to the students so that they could start to finish up their work and put away materials?

61. How did the students respond to the teacher's signals as far as finishing up/cleaning up before moving on to the next activity?

APPENDIX E:

Manual for Student Engagement
Ratings done during the
first three weeks of school.

Procedures for Measuring Student Engagement

Since one of the criteria of a "smoothly-running" classroom is that the students are engaged in academic, on-task activities as much as possible, one of the measures taken in this study is the degree of student engagement at several times through the day.

To do this, you will look up from your note-taking every 15 minutes, scan the classroom, and count the number of students who can be classified in each of the five categories described below:

1. Academic-on-task. Students counted here are those who are engaged in appropriate activity which is directly related to learning the academic curriculum. This includes listening to the teachers, answering questions, doing written assignments, participating in activities at learning centers. The definition of appropriate activity is what the teacher would expect of that student at that time and would indicate approval of if asked. (However, you are not judging whether or not the student is answering correctly but whether he or she is directing attention toward the appropriate stimulus, therefore, answering a teacher question incorrectly is still appropriate behavior, because the student was listening and responding when expected).

2. Procedural on-task. Students counted here are those engaged in activities which are indirectly related to learning of the academic content, and which have been deliberately set in action by the teacher for the purpose of getting routine details of the day accomplished. These are the details which must be attended to in order to move on to academic activities, and which occur with deliberate teacher sanction. Examples are: participating in roll call, PTA money collection, other money collection, lining up for transition out of room, moving about the room for transition between activities, performing a monitor job for the teacher. Students counted in this category

would be considered by the teacher to be doing exactly what they are supposed to be doing at that time, and that task is a procedural one, not an academic one.

3. Off-task, sanctioned. Students counted here are not clearly engaged in either of the on-task categories, but are doing something which is still appropriate and accepted by the teacher. The activity, however, has not been initiated by the teacher, and many include the student attending to personal needs by interrupting some on-task activity in an appropriate way. Examples are: waiting at the desk to see the teacher, sharpening pencils during the seatwork period, going to the restroom during a lesson (not as part of an organized group), talking quietly after finishing an assignment when the teacher allows this. The teacher would not define "off-task, sanctioned" activities as being "exactly what the student is supposed to be doing at that time" but the teacher would not consider the behavior totally inappropriate either.

4. Off-task, unsanctioned. Students classified in this category are clearly not engaged in an on-task activity, but are instead doing something that the teacher would not approve of. Such activities may not lead to teacher correction, but it is clear that if the teacher was asked about the student's activity, he or she would say that it was inappropriate and not desired. Examples include: inattention during a lesson or while doing assignments, being distracted while doing assignments, talking or moving about when not allowed, failing to participate in a transition when this is expected, breaking any classroom rules which are obvious to the observer.

5. Can't tell. When the observer cannot make a clear judgment as to which of the above categories is appropriate for a student, then that student should be counted here. This category should not be used to avoid making decisions, however, since every attempt should be made to classify the students somewhere. However, when the observer feels that two or more categories seem equally appropriate because not enough information is available, then the student should be counted here.

Summary

1. Every 15 minutes, starting 15 minutes after arriving in the classroom and beginning observation, the observer should scan the room and count the number of students who can be classified in each of the 5 categories.

2. The determining principle for classifying is what the teacher considers appropriate and is expecting of the student at that time.

Using the form to indicate student engagement

Attached is a form to use in the classroom while completing the student engagement counts.

Each numbered column represents the end of a 15 minute interval and should be used to record the number of students in each category at that point in time.

If you miss counting at the time you are supposed to and do not remember until you are more than 5 minutes to the next scheduled time, then note on the form that the count was missed, and wait until the scheduled time to do the next one, noting on the form in its appropriate place.

Whenever you do the count, note on the narrative record form in the column directly to the left of the line numbers where you were in the narrative when you did the count. Do this by noting the number of the column on the student engagement form. (1 for first count, 2 for second, etc.)

Complete the information at the top of the column for each count as to the subject matter content, and activity which were occurring at that time. This information should be retrievable from the narrative, and can be filed in on the student engagement form at a later time, if the observer knows that it is written down.

Reliability of the Student Engagement Ratings

The primary short term criterion used in the Classroom Organization Study to identify effective teachers is the degree to which their students are engaged in on-task behavior. Accordingly, observers made estimates of the frequency of students who were on-task and off-task during their visits to the classroom. During each observation, at 15 minute intervals, observers noted the number of children who were on-task or off-task. A check on the reliability of the on-task/off-task variable was made by examining the scores for each teacher during approximately 12 hours of observation the second and third weeks of observation. Frequencies of students rated as off-task each time the assessment was made ranged from a low of approximately one pupil rated as off-task on the average to as high as ten pupils rated as off-task. The median number of children rated as off-task each time was approximately four.

An estimate of reliability was derived by computing the off-task behavior scores based upon odd and upon even numbered observations and then correlating the two. The Spearman-Brown formula was used to estimate the reliability of the total set of observations combined. This procedure resulted in a reliability of .89 for the off-task/on-task variable.

The reliability coefficient obtained for the off-task/on-task dimension indicates that the short term criterion of student engagement can be used successfully to differentiate more and less effective teachers within the sample. Thus, we can be quite confident that the group of teachers identified as more effective in terms of their ability to maintain students on-task and minimize inappropriate and off-task behavior are indeed different from the group of teachers in the sample who are not as effective in maintaining on-task behavior in their classrooms.

STUDENT ENGAGEMENT RATING FORM

Teacher #_____ School #_____ Observer #_____ # students present_____

Date_____AM PM Page___of___

Subject					
Content					
Activities					
# in Room					
Time	1	2	3	4	5
#acad. on					
#proc. on					
#off-sanc.					
#off-unsanc.					
Can't Tell					

Subject					
Content					
Activities					
# in Room					
Time	6	7	8	9	10
#acad. on					
#proc. on					
#off-sanc.					
#off-unsanc.					
Can't Tell					

APPENDIX F:

Guidelines for using
the Component Ratings

GUIDELINES FOR USING THE COMPONENT RATINGS

1. Designing Lessons to Achieve Particular Purposes

   a. Describes objectives clearly--Has the teacher indicated what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, or listen for it when the teacher is introducing the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons.

   b. Activities are available for different children--Not all children are expected to perform the same task. In other words, there are differentiated assignments or activities within the same lesson.

   c. Lessons are built on the curriculum and instruction from preceding activities in the unit. The relationship between the lesson and previous lessons in the same subject area should be apparent and can be inferred from comments by the teacher or questions from the students. In order to give a high rating in this category, the observer should have direct evidence that the teacher has incorporated prior material into the lesson. The point of this category is to differentiate teachers who treat each topic as a new, separate topic versus those who develop integrated series of activities and lessons with long range goals.

   d. The attention spans of the children are considered in the design of the lessons. Evidence that attention spans have been taken into account include provision for varied activities, things to do if

children complete their work early, rest breaks, lessons that are not excessively long, and variations in teaching style to arouse interest/attention.

2. Locating, Constructing, and Using Materials

a. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be a workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of most lessons. Rate a 7 if the teacher incorporates a variety of materials regularly, and rate a midpoint if some variety is evident but only in some lessons.

b. Materials are ready and available in sufficient quantity--Rate a 7 if all materials are ready on all occasions. Rate a 1 if the teacher continuously runs out of materials or spends a lot of time hunting them up and getting them into pupil hands.

c. The materials support instruction. The intent of this category is to differentiate the use of materials simply as time filler or to get through the period versus their integrated use with the instructional objectives of the unit or lesson. It should be obvious to the observer how and whether the materials support the

objectives; if not, give a low rating.

d. The use of materials as accompanied by clear directions. Look for instructions given verbally by the teacher and repeated by the students, and written instructions either on the blackboard, overhead projector, or in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, and the frequency of questions and repeated directions issued by the teacher.

3. Presenting Information

a. The teacher has distracting mannerisms or characteristics. A distracting mannerism is some gesture, vocal quality, or behavior that causes the observer to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the children, and whether it continues to be distracting after a period of time.

b. Eye contact. Does the teacher keep her eyes on the class and does the teacher make the rounds of the classroom with her eyes? She should avoid watching just a few students and instead maintain visual contact throughout the lesson.

c. The teacher's presentation was clear. Questions and instructions were presented in a coherent sequence, adequate examples were provided, and skills, when taught, were appropriately demonstrated.

d. Presentation was adapted to different levels. The teacher related information to different ability levels, used a variety of approaches if the content was not initially comprehended, used

appropriate vocabulary, and paced the lesson sufficiently to allow for a thorough coverage.

e. Gives or seeks rationale for the use of principles or rules. The teacher is careful to explain reasons why certain procedures, rules, formulas, etc., are used, rather than simply presenting them to the children as the way to do it. The teacher's questions encourage analysis and reflection by the students. The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why she engages in certain activities, seeks adequate information before forming conclusions.

4. Developing Positive Attitudes, Including Attitudes Toward Self, Subject Matter, and Others

a. The teacher states desired attitudes. The teacher who receives high ratings on this characteristic will be one who frequently identifies appropriate behavior or attitudes, such as respecting other students, and valuing their contributions and opinions. Such things may be observed by lists of rules, displayed in the classroom as well as through verbal instructions given by the teacher. Lower ratings would be indicated by the absence of these characteristics as well as by rules that were framed strictly in negative terms.

b. Degree of pupil success--Students appear to be able to complete successfully the assignments and tasks the teacher gives. Discussions are participated in by more than a few pupils, and questions which the teacher asks are either answered correctly

or the teacher stays with the pupil until success is achieved.

c. Lessons are related to pupil interest or backgrounds. Evidence of this characteristic can be displayed in interaction by the teacher when she makes reference to relationships between content being studied and aspects of the children's lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

d. Pupils are given clear expectations with regard to appropriate work standards. Evidence of this characteristic can be obtained by verbal statements on the teacher's part encouraging neatness and when children are expected to turn in materials promptly and in complete form. A reasonable amount of orderliness and attractiveness is emphasized in the finished work that children do. The observer can note whether students are expected to keep their materials sorted carefully and in reasonable order, whether the teacher emphasizes respect for property and the rights of others, and whether the rules that are posted communicate these standards to the children.

e. The teacher's behavior shows positive regard and warmth for the children. This characteristic can be noted by a variety of behaviors on the teacher's part, including whether she greets the

children in a friendly manner before school begins, whether she takes the time to talk to them in a friendly and interested manner about their concerns and interests. Note also the degree to which the teacher touches and gets physically close to the children. These behaviors do not need to be in response to any specific activity or behavior of the children, but rather should reflect the degree to which such regard appears to be spontaneous and natural on the teacher's part.

5. Managing Pupil Behavior

a. A variety of rewards are available for appropriate pupil behavior. Rewards that may occur in a classroom may include social reinforcers such as teacher praise, displays of good work, peer approval, stars, and other recognition for appropriate performance. In addition, concrete reinforcers such as gifts or tokens may be employed. Finally, activity and privilege reinforcers, such as earning points or checkmarks to gain a privilege, being allowed to go to the library, or leading a group to lunch, running an errand for the teacher, going early to some activity, being given free time, using a game or activity area, all constitute potential reinforcers in the classroom.

b. Gives signals for appropriate behavior. This class of behaviors refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Some typical signals include using a bell to signal time to begin an activity, lights on or lights off, a sign with STOP and GO to control movement or noise level.

Teachers also will move around the room and use their presence as a signal for attending or other appropriate behavior. Verbal statements which orient the students toward behaving in a particular mode are also signals. Examples of these include such phrases as: "Does everyone have their thinking caps on?" or "Let's have all eyes up front," or "I'm going to call on someone in one minute to answer this question, so everyone listen carefully," or "Let's hear what Sally has to say now." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. In other words, if the teacher seems to be trying to get an inattentive student to pay attention by directly operating on that student, then such behavior would not be regarded as a cue or signal but rather as reinforcing the inattentive behavior (the next rated category). The present category is reserved for those instances of teacher behavior which are designed to elicit orienting responses from the students without singling out an individual in any obvious manner.

c. Teacher reinforces inattentive behavior. Rate a 7 if there is a high amount of attending to inattentive behavior and this seems characteristic of the teacher. Rate a 1 if the teacher does not reinforce inattentive behavior. Occasional reinforcement of inattentive behavior would receive a moderate rating on the scale. By reinforcing inattentive behavior is meant any teacher action which calls attention to individual students' inattentiveness. We will consider inattentiveness to mean visual wandering, daydreaming, covertly avoiding engagement in a lesson, or any other activity

that represents pupil disengagement but is not overtly disruptive or interfering with other students.

Disruptive Pupil Behavior

On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. Disruptive behavior refers to any activity on the part of one or more students that prevents the teacher from continuing the lesson, or that elicits the attention of at least several other students. Excluded from this definition are inattentive behaviors and behavior that involves only one or two other students, such as one student whispering, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement of numerous other students, then it would be classified as disruptive behavior. A 7 rating would be obtained if such behavior occurs with a high degree of frequency. Use a 7 to note a situation which is habitual and is a constant problem for the teacher and other students. This situation would be indicated by such behavior once every five minutes. A midrange rating would be obtained if such behaviors occur with moderate frequency such as several on the average per hour. A rating of 1 would be indicated by the complete absence of any such incidents. Note that by disruptive behavior the behavior does not have to be as extreme as a knife fight. Rather it means any behavior that distracts or interferes with a significant number (more than two) of students attending to their work or the lesson.

a. The disruption is stopped quickly. Whatever action the teacher takes causes the behavior to terminate without involving other students

or without serious interruption to the activities in the lesson. There is an absence of ripple effect and things return to normal rapidly. A 7 indicates that disruptive behavior was stopped quickly and a 1 indicates that the behaviors tended to persist or escalate and that the teacher was often unsuccessful in terminating the behavior. The middle of the scale rating indicates that some behavior or some incidents were terminated whereas others were not or that generally the teacher is only able to terminate them after some struggle.

b. Rules are given. The high rating would be obtained by a teacher who generally deals with disruptiveness by citing classroom rules that prohibit the behavior or that identify appropriate alternative behaviors. If the teacher does not use this mode, then rate a 1, and if this procedure is used on some occasions, give a middle of the scale rating.

c. Time out, isolation, or separation is used to terminate the behavior. Rate the degree to which this type of solution is practiced by the teacher.

d. Teacher criticizes and/or justifies authority. This type of behavior is one in which the teacher attempts to terminate the behavior by criticizing the student for what he did. Criticism may be personal or may simply focus on the behavior. It involves more than simply citing a rule for appropriate or inappropriate behavior, however, in that the teacher is directly criticizing the student for his actions. The intent of this type of behavior is usually to put the student on the defensive. Also, the teacher may justify her authority in this situation by expecting, by stating that the

student should do it because he is being told to do it. Rate a 7 if a high degree or amount of this behavior is present. Rate a 1 if the teacher never uses this approach to disruptive behavior.

e. Conference. The teacher meets privately with the student or students. This may occur in the hall or in the classroom. Note whether the teacher's discussion is intended to be public or private since only private meetings will be considered conferences. A 7 indicates frequent use of this procedure and a 1 indicates no use.

f. Punishes. The teacher punishes pupil behavior in order to terminate it. Punishment may involve giving demerits, taking away privileges, or invoking some negative consequence such as requiring some task to be carried out, or depriving the student of a desired activity such as recess. It may also involve requiring the student to stay after school.

g. Problem solving. The teacher may deal with disruptive behavior by discussing it with a student or students in order to arrive at some solution that may require the student to change his or her behavior. The important thing to note here is that there is some genuine attempt to actually discuss the problem as opposed to simply giving the student a single alternative. When problem solving is used, the teacher or the students may suggest a solution. Usually there should be some indication that the solution is acceptable and will be tried. The teacher may also discuss the problem with the total class and ask for solutions from them even though not all members of the class are involved in the disruption.

h. Ignores. The teacher makes no attempt to terminate the behavior.

6. Interacting Effectively

a. Listening skills. These teacher behaviors refer to statements which the teacher makes that allow a child to continue talking about some problem or feeling. By using such statements the teacher indicates an acceptance of the child's feeling or at least provides the opportunity to express it. Examples of such statements on the teacher's part include, "Would you like to talk some more about it?" or "I'm not sure I understand; can you tell me more?" or "You seem upset (or hurt, or happy, or sad, or confused, or not sure, etc.)." The teacher may also demonstrate listening skills through nonverbal behavior by her posture and orientation toward a child who exhibits some feeling or problem. The key thing to look for is whether the teacher's behavior enables the student to further identify his feeling or to explain it. Rate a 7 if such behaviors seem characteristic of the teacher whenever feelings are expressed by the students. Give a midpoint rating if such behaviors seem to be used occasionally by the teacher in response to such student expressions, and rate a 1 if the teacher generally does not respond to such statements with appropriate listening skills, or if the teacher attempts to terminate such behavior or seeks to avoid it.

b. Expresses feelings. In her interaction with the children, the teacher states how she feels about certain activities or behaviors. These expressions of feeling may be both positive or negative and may include such things as, "I am happy, sad, angry, annoyed, upset, disturbed, etc." Such expressions may occur during class discussions, behavior management situations, during procedural

activities, or when any aspect of student behavior or class activities is being discussed. It can be with individual students, or a group of students, or the whole class. The point here is to observe whether the teacher is overtly indicating to the students how she feels about various aspects of classroom activity, such as their performance, their behavior, or their relationships and interaction with each other. It is important, however, that the teacher's expression of feelings not continually place the students in a defensive or vulnerable situation. A teacher who continually reacts to inappropriate pupil behavior by telling the students how angry it makes her is not really expressing her feelings, but rather using them as a kind of battering ram to wear the students down. Appropriate use of this type of behavior is indicated when the teacher's expression of feelings appears to be a clear and direct attempt to inform the students about how she feels about some aspect of their behavior, work, or interation. A teacher who overdoes the "I am angry" routine is not using this skill effectively. Rate a 7 when the teacher expresses feelings naturally and frequently, uses a midpoint for occasional expression of feeling, and a 1 for no expression of feeling or for inappropriate use of this behavior.

COMPONENT RATINGS

School_____ #_____ Teacher_____ #_____ Date_____

am pm No. Students Present_____ Observer_____

1. Lesson Design

7 6 5 4 3 2 1 a. Describes objectives clearly

7 6 5 4 3 2 1 b. Activities for different children

7 6 5 4 3 2 1 c. Built on preceding C&I

7 6 5 4 3 2 1 d. Attention spans considered

2. Locating, Constructing, Using Materials

7 6 5 4 3 2 1 a. Uses variety of materials

7 6 5 4 3 2 1 b. Materials ready

7 6 5 4 3 2 1 c. Materials effectively support instruction

7 6 5 4 3 2 1 d. Clear directions

3. Presenting Information

7 6 5 4 3 2 1 a. Distracting mannerisms

7 6 5 4 3 2 1 b. Eye contact

7 6 5 4 3 2 1 c. Presentation clear

7 6 5 4 3 2 1 d. Adapted to different levels

7 6 5 4 3 2 1 e. Provides/seeks rationale and analysis

4. Developing Attitudes

7 6 5 4 3 2 1 a. States desired attitudes

7 6 5 4 3 2 1 b. High degree of pupil success

7 6 5 4 3 2 1 c. Content related to pupil interest/ background

7 6 5 4 3 2 1 d. Reasonable work standards

7 6 5 4 3 2 1 e. Positive regard

5. Managing Pupil Behavior

7 6 5 4 3 2 1 a. Variety of rewards

7 6 5 4 3 2 1 b. Signals appropriate behavior

7 6 5 4 3 2 1 c. Reinforces inattentive behavior

Disruptive Pupil Behavior

7 6 5 4 3 2 1 a. Stops quickly

7 6 5 4 3 2 1 b. Rules given

7 6 5 4 3 2 1 c. Time out/ Isolation/ Separation

7 6 5 4 3 2 1 d. Criticizes/ Justifies authority

7 6 5 4 3 2 1 e. Conference

7 6 5 4 3 2 1 f. Punishes

7 6 5 4 3 2 1 g. Problem solving

7 6 5 4 3 2 1 h. Ignore

6. Interacting Effectively

7 6 5 4 3 2 1 a. Listening skills

7 6 5 4 3 2 1 b. Expresses feelings

APPENDIX G:

Questions asked in debriefing sessions
with observers after the first three weeks.

Questions to be asked observers about each of their teachers:

1. What was the basic organizational climate of this classroom? (in terms of effectiveness--chaos vs. mild ripples)

2. Do you think that the climate has gotten more or less organized and smooth over time?

3. If the class has become less organized than might be desired, what do you think could be done now to recoup?

4. Did the teacher have credibility with students? What kinds of evidence are you considering in your answer?

5. How consistent was he or she in following through on directions and/or corrections?

6. What consequences to misbehavior were evident to the students?

7. How strongly did the teacher feel about teaching the basic skills--reading and associated language arts, writing, math? What evidence are you considering in your answer?

8. How hard were the kids pushed to perform? What was the pay-off for the student for performing well on academic tasks?

9. What seemed to be the most important thing to the teacher?

Overall questions to observers

1. What five suggestions would you make to a new teacher about how to start the school year?

2. What five things would you tell a new teacher to avoid doing during the first three weeks of the school year?

APPENDIX H:

Observer ratings completed at end

of the first three weeks.

Rating Form for Goal Areas

The rating scale for each goal area has seven values. Choose the value which most closely represents your estimate of the level of performance achieved by the teacher.

7 - All or almost all of the skills in the area can be demonstrated; capabilities are highly integrated and smoothly performed.
6 - Most skills in the goal area can be demonstrated; a few are still in the practice stage or not yet in the teacher's repertoire
5 - A majority of the skills have been achieved. However, further effort may be needed to learn to use them effectively. Some skills have not been acquired or are in a rudimentary level of development.
4 - About half of the skills can be demonstrated appropriately; others are not yet in the teacher's repertoire.
3 - Some of the skills can be used appropriately; others are still in the practice stage or are inappropriately used.
2 - Only a few of the components of this area are in the teacher's repertoire.
1 - The teacher has just begun to acquire skill in this area; skills are not used or are performed inappropriately.

GOAL AREA	RATING
1. Designing Lessons to Achieve Particular Purposes	7 6 5 4 3 2 1
2. Locating, Constructing and Using Materials Appropriate for Purposes and Goals	7 6 5 4 3 2 1
3. Presenting Information Clearly and Effectively	7 6 5 4 3 2 1
4. Developing Skills and Processes of Reasoning	7 6 5 4 3 2 1
5. Developing Positive Attitudes, Including Attitudes Toward Self, Subject Matter, and Others	7 6 5 4 3 2 1
6. Managing Pupil Behavior	7 6 5 4 3 2 1
7. Interacting Effectively With Others	7 6 5 4 3 2 1

1. DESIGNING LESSONS TO ACHIEVE PARTICULAR PURPOSES:

The teacher's lessons show some focus or goal, with activities and materials suitable for the objectives and age/ability levels of the children

- Describes objectives clearly
- Lessons incorporate activities for different children's abilities
- Lessons are built on curriculum and instruction that preceded them
- Attention spans of children are considered in the design of the lesson

2. LOCATING, CONSTRUCTING, AND USING MATERIALS APPROPRIATE FOR PUPILS AND GOALS

- Uses the school's resources
- Uses materials from external sources--Regional Service Center, public library, university library
- Uses ditto sheets, transparencies, tapes, posters, bulletin boards
- Materials are ready and in sufficient quantity
- Materials reflect or are integrated with unit or lesson goals
- Gives clear instructions on use of materials
- Materials are appropriate for ability/age/interest levels of the children
- Materials are adequately varied

3. PRESENTING INFORMATION CLEARLY AND EFFECTIVELY:

The teacher's lessons demonstrate appropriate voice level, diction, and vocabulary; directions and presentations are given clearly, with adequate examples and suitable media.

Teacher appearance and tone

- Pitch and volume of voice are pleasing
- Distracting mannerisms are avoided
- Eye contact with student(s) is maintained
- Movement is sufficient to maintain contact with all students

Clarity of presentation

- Gives clear directions
- Has children repeat directions
- Pupils are given reasons for the learning activities
- Questions and instructions are presented in a coherent sequence
- Gives adequate examples when rules and concepts are taught
- Provides a model of a desirable response or demonstrates skills

Adaptability

- Relates information to child's interest and background
- Uses a variety of approaches if the lesson content is not getting through to children
- Uses vocabulary appropriate to child's level
- Can use media to supplement verbal instruction
- Paces lesson to allow adequate time for thorough coverage

4. DEVELOPING SKILLS AND PROCESS OF REASONING:

The teacher encourages students to analyze problems and to gather sufficient evidence before reaching a conclusion; the teacher demonstrates the desired behavior and encourages students to develop a systematic approach to their own learnin and study.

- Can describe types of logical processes used by different age levels of children
- When possible reasons are given why princioles or rules are used rather than allowing their mechanistic application
- Questions encourage reflection and analysis by students
- Encourages students to obtain adequate information before reaching a conclusion
- Identifies and promotes good study habits (e.g., enforces reasonable standards for completing assignments, neatness in work areas, etc.)
- Models desired behavior (Pupils' work graded and returned promptly, legible and neat corrections)

5. DEVELOPING POSITIVE ATTITUDES, INCLUDING ATTITUDES TOWARD SELF, SUBJECT MATTER, AND OTHERS:

The teacher appears to respect students, values their opinions and contributions, and minimizes public failure on the part of the students.

- The teacher can identify desirable attitudes and justify their choice
- Activities are planned to encourage positive attitudes through participation, success, and positive experiences
- Content is related to pupils' backgrounds and interests
- Participation in activities is encouraged
- The teacher models desired behavior (e.g., accepts divergent op nions, is enthusiastic about lesson content)
- School work is not used as punishment
- Class policies are discussed with pupils
- The teacher avoids prejudiced behavior
- Contributions of different groups of people are presented where appropriate

6. MANAGING PUPIL BEHAVIOR:

The teacher is responsive to attentive and on-task pupil behavior; inattentive or disruptive pupil behaviors are dealt with appropriately; the teacher does not over-react and the behaviors are not allowed to escalate.

Eliciting and maintaining on-task behavior

- Uses verbal reinforcers well
- Uses pleasant non-verbal behavior (smiles, approaches student in friendly manner)
- Uses a variety of other rewards (displays student work, gives checks, stars, privileges, recognition)
- Does not discourage on-task behavior by ignoring it or rewarding inattentive pupils

Discouraging inattentive (but non-disruptive) student behavior

- Gives cues or signals for attentive behavior
- Uses activities that elicit overt responses and reinforces them
- Specifies the cost of inattentive behavior
- Rewards successive approximations to desired behavior
- Avoids over-reacting, calling attention to, or otherwise reinforcing inattentive behavior

Discouraging disruptive pupil behavior

- Stops behavior quickly, before it escalates
- Can describe his/her feelings to the student
- Can use problem solving to develop an acceptable solution
- Uses time-out appropriately
- Rules for behavior are clearly given

7. INTERACTING EFFECTIVELY WITH OTHERS:

Given situations in which some pupil expresses feelings, the teacher can describe the situation accurately or use listening skills to obtain a better assessment and to encourage further interaction; when appropriate, the teacher can provide suitable feedback and express his/her own feelings in a manner than encourages further communication.

Listening skills

- Can use openers
- Has acceptable non-verbal behavior (eye-contact, body orientation)
- Checks to see if perceptions are correct
- Reflects feeling and content suitably
- Continues communication when the student expresses a problem

Feedback skills

- Uses vocabulary appropriate to audience
- Focuses upon changeable behavior

Expresses feelings appropriately to persons causing the teacher a problem

- Can identify the feeling aroused by the problem
- Describes the problem behavior or encourages the student to describe the behavior
- States why the behavior is a problem

APPENDIX I:

Questions asked during the
first teacher interview

Classroom Organization Study -- Teacher Interview #1

The following questions were asked to the teachers during their first interview. The order of questions was not necessarily followed, if the teachers provided needed information in an answer to a previous question or spontaneously answered a question without being asked directly. The interviewer was also free to follow up on answers with other probes that seemed important at the time. However, this set of questions served as a general guideline for the interviewer.

An introduction preceding the interview emphasized the purposes of the interview:

1. to identify constraints
2. to gather information on topics which could not be observed, such as planning activities
3. to learn of teacher's reasons for various strategies which we observed.

The teachers were then told that the interview would concern both classroom organization in general, as well as organization of reading as a specific area. We are interested in other subject areas too, we said, but would only discuss reading at that time.

1. General classroom organization and structure

   --We are interested in your overall classroom organiation, both in your description of it and in how you developed it. First, would you tell me about what kinds of things you did before the first day of classes to get ready for school?

   PROBE FOR IF NOT MENTIONED IN ANSWER TO ABOVE: What did you do to get

to get your room ready? What about lesson planning that went on before classes started? What meetings and in-services were you involved in during the week before school started?

--Thinking back to the first few weeks of school, what specific things did you want to accomplish with the class in terms of their general behavior?

PROBE IF NOT ANSWERED ABOVE: What did you do to accomplish these things?

--What sorts of rules do you have in your classroom about what students can and can't do? Were any posted or otherwise written down? What are kids forbidden to do in the classroom? Are there procedures for what kids can do on their own? If not specific, probe further regarding bathroom, water, pencil sharpening, talking, activity.

--How did you introduce these rules to the kids?

--What happens to students when they break a rule or otherwise do not perform as desired?

PROBE IF NOT ANSWERED ABOVE: What happens when a student does not finish and/or turn in his or her daily work? What do you do?

--What other rules are you expected to support that are school or district policies?

PROBE: Were district guidelines given for consequences?

--Besides rules, what other things in your class encourage students to behave well? How do you deep them working?

--What problems and constraints have you encountered that have gotten in the way of your classroom organization? What things make it more

difficult to run your class as you would like?

PROBE IF NOT ANSWERED ABOVE: Are there constraints in the area of scheduling imposed by school? Scheduling of individual students in activities outside of the room, like speech, Title I reading, etc.? Problems with supply of materials? Paperwork not directly related to instruction? Required testing? Physical constraints (building or room)?

--How do you deal with these constraints to minimize their effect? (Interviewer may have to choose specific ones to focus on.)

--What techniques have helped you run your class more efficiently?

2. Reading instruction

--Turning now to specific subject matter, would you briefly describe your daily routine for teaching reading?

PROBE IF NOT ANSWERED ABOVE: Where do the kids go for reading during the morning? What do you do? Are they working in groups or individually?

--What materials do you typically use to teach reading?

PROBE IF NOT ANSWERED ABOVE: How did you get these materials (i.e., checked out by school as matter of course, left from last year, scrounged before school started, etc.)?

--How did you introduce your system of teaching reading to the students?

PROBE IF NOT ANSWERED ABOVE: When did you start it? How were the procedures for movement around the room, getting materials, contacting the teacher, etc., explained to the students?

--What made you choose this particular system of teaching reading?

--When you do your daily planning for reading, what kind of things do you think of?

PROBE IF NOT ANSWERED ABOVE: How do you consider differing achievement levels? How do you think about materials to be used? (i.e., obtaining,

arranging)

--What constraints have been imposed on your reading program this year? What has been helpful in your reading program?

PROBE IF NOT ANSWERED ABOVE: Ask about scheduling of students for other places in school, scheduling of whole class, access to materials, problems with teaming, problems with grouping, testing, school policies, paperwork, etc.)

--How satisfied with your reading program are you, in terms of your overall objectives?

PROBE IF NOT ANSWERED ABOVE: What would you like to be doing differently or have happen differently?

--What do you think you will be doing with your students in reading by the end of the semester?

PROBE IF NOT ANSERED ABOVE: Push for planning, long-range game plan, plans for adapting program, whether this teacher selects cues from students to guide the pace or whether she sets an arbitrary end point, (i,e., finish half of the basal by Christmas).

--For either reading or other subject matter areas, how do you use other people, such as aides, parent volunteers?

--Do you have a student teacher? How does that affect your organization and planning?

--Looking back over your experiences at the beginning of school, what suggestions would you make to other teachers about how to best begin the year? We're interested in both overall organization as well as beginning reading instruction.

--Anything else you wanted to say that I haven't asked you about?

APPENDIX J:

LoU Rating Form

LEVEL OF USE RATING SHEET

Tape #: Site: Interviewer:
Date: / / I.D. #: Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	ND
No information in interview:	NI	NI	NI	NI	NI	NI	NI	NI

Past User _____ Estimated past LoU _____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequate for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no problem to interview

Appendix J

APPENDIX K:

Stages of Concern Questionnaire

adapted for

Classroom Organization Study

SoCC 43
AISD Reading

Concerns Questionnaire

Unique Number _____

School _____ Date Completed _____

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ____ ____ ____ ____

DIRECTIONS: This questionnaire is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

Sometimes people are tempted to answer questions like these in terms of what they think they should be concerned about or expect to be concerned about in the future. This is not what is wanted here. We would like to know only what you are actually concerned about NOW in terms of your teaching of reading.

This questionnaire is used for several purposes. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or completely irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

0 1 2 3 4 5 6 (7) This statement is very true of me at this time.

0 1 2 3 (4) 5 6 7 This statement is somewhat true of me now.

0 (1) 2 3 4 5 6 7 This statement is not at all true of me at this time.

(0) 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present CONCERNS ABOUT TEACHING READING.

Thank you for taking time to complete this task.

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0	1	2	3	4	5	6	7	
Not true of me now				Somewhat true of me now			Very true of me now	
0	1	2	3	4	5	6	7	I am concerned about students' attitudes toward my teaching of reading.
0	1	2	3	4	5	6	7	I now know of some other approaches that might work better.
0	1	2	3	4	5	6	7	I don't even know about the teaching of reading.
0	1	2	3	4	5	6	7	I am concerned about not having enough time to organize myself each day.
0	1	2	3	4	5	6	7	I would like to help other faculty in their teaching of reading.
0	1	2	3	4	5	6	7	I have a very limited knowledge about the teaching of reading.
0	1	2	3	4	5	6	7	I would like to know the effect of reorganization on my professional status.
0	1	2	3	4	5	6	7	I am concerned about conflict between my interests and my responsibilities.
0	1	2	3	4	5	6	7	I am concerned about revising my teaching of reading.
0	1	2	3	4	5	6	7	I would like to develop working relationships with both our faculty and outside faculty who are teaching reading.
0	1	2	3	4	5	6	7	I am concerned about how my teaching of reading affects students.
0	1	2	3	4	5	6	7	I am not concerned about my teaching of reading.
0	1	2	3	4	5	6	7	I would like to know who will make the decisions in the new system.
0	1	2	3	4	5	6	7	I would like to discuss the possibility of teaching reading.
0	1	2	3	4	5	6	7	I would like to know what resources are available if I decide to change to another way of teaching reading.
0	1	2	3	4	5	6	7	I am concerned about my inability to manage all that teaching of reading requires.
0	1	2	3	4	5	6	7	I would like to know how my teaching or administration is supposed to change.
0	1	2	3	4	5	6	7	I would like to familiarize other departments or persons with the progress of my teaching of reading.

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0 1 2 3 4 5 6 7

Not true of me now — Somewhat true of me now — Very true of me now

0 1 2 3 4 5 6 7	I am concerned about evaluating my impact on students.
0 1 2 3 4 5 6 7	I would like to revise my teaching of reading.
0 1 2 3 4 5 6 7	I am completely occupied with other things.
0 1 2 3 4 5 6 7	I would like to modify my teaching of reading based on the experiences of our students.
0 1 2 3 4 5 6 7	Although I don't know about the teaching of reading, I am concerned about things in the area.
0 1 2 3 4 5 6 7	I would like to excite my students about their part in my approach to reading.
0 1 2 3 4 5 6 7	I am concerned about time spent working with nonacademic problems related to the teaching of reading.
0 1 2 3 4 5 6 7	I would like to know what the teaching of reading will require in the immediate future.
0 1 2 3 4 5 6 7	I would like to coordinate my effort with others to maximize the effects of teaching reading.
0 1 2 3 4 5 6 7	I would like to have more information on time and energy commitments required by the teaching of reading.
0 1 2 3 4 5 6 7	I would like to know what other faculty are doing in this area.
0 1 2 3 4 5 6 7	At this time, I am not interested in learning about the teaching of reading.
0 1 2 3 4 5 6 7	I would like to determine how to supplement, enhance, or replace the way I teach reading.
0 1 2 3 4 5 6 7	I would like to use feedback from students to change my reading program.
0 1 2 3 4 5 6 7	I would like to know how my role will change when I am teaching reading.
0 1 2 3 4 5 6 7	Coordination of tasks and people is taking too much of my time.
0 1 2 3 4 5 6 7	I would like to know how other ways of teaching reading are better than what I have now.

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The following questions are virtually identical to those you just completed on reading. For these, however, we would like for you to indicate your present concerns about classroom organization. By classroom organization, we mean the way you organize and manage instructional materials, instructional time, contacts with individual pupils, and the many activities that go on during a school day.

0	1	2	3	4	5	6	7	
Not true of me now				Somewhat true of me now			Very true of me now	
0	1	2	3	4	5	6	7	I am concerned about students' attitudes toward my classroom organization.
0	1	2	3	4	5	6	7	I now know of some other approaches that might work better.
0	1	2	3	4	5	6	7	I don't even know what my classroom organization is.
0	1	2	3	4	5	6	7	I am concerned about not having enough time to organize myself each day.
0	1	2	3	4	5	6	7	I would like to help other faculty with their classroom organization.
0	1	2	3	4	5	6	7	I have a very limited knowledge about classroom organization.
0	1	2	3	4	5	6	7	I would like to know the effect of reorganization on my professional status.
0	1	2	3	4	5	6	7	I am concerned about conflict between my interests and my responsibilities.
0	1	2	3	4	5	6	7	I am concerned about revising my classroom organization.
0	1	2	3	4	5	6	7	I would like to develop working relationships with both our faculty and outside faculty in order to optimize their classroom organization.
0	1	2	3	4	5	6	7	I am concerned about how my classroom organization affects students.
0	1	2	3	4	5	6	7	I am not concerned about classroom organization.
0	1	2	3	4	5	6	7	I would like to know who will make the decisions in the new system.
0	1	2	3	4	5	6	7	I would like to discuss the possibility of using classroom organization.
0	1	2	3	4	5	6	7	I would like to know what resources are available if I decide to use classroom organization.
0	1	2	3	4	5	6	7	I am concerned about my inability to manage all that my classroom organization requires.
0	1	2	3	4	5	6	7	I would like to know how my teaching or administration is supposed to change.
0	1	2	3	4	5	6	7	I would like to familiarize other departments or persons with my classroom organization.

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0 1 2 3 4 5 6 7

Not true of me now — Somewhat true of me now — Very true of me now

0 1 2 3 4 5 6 7	I am concerned about evaluating my impact on students.
0 1 2 3 4 5 6 7	I would like to revise my approach to classroom organization.
0 1 2 3 4 5 6 7	I am completely occupied with other things.
0 1 2 3 4 5 6 7	I would like to modify my classroom organization based on the experiences of our students.
0 1 2 3 4 5 6 7	Although I don't know about classroom organization, I am concerned about things in the area.
0 1 2 3 4 5 6 7	I would like to excite my students about their part in my classroom organization.
0 1 2 3 4 5 6 7	I am concerned about time spent working with nonacademic problems related to classroom organization.
0 1 2 3 4 5 6 7	I would like to know what the use of my classroom organization will require in the immediate future.
0 1 2 3 4 5 6 7	I would like to coordinate my effort with others to maximize the effects of classroom organization.
0 1 2 3 4 5 6 7	I would like to have more information on time and energy commitments required by my classroom organization.
0 1 2 3 4 5 6 7	I would like to know what other faculty are doing in this area.
0 1 2 3 4 5 6 7	At this time, I am not interested in learning about classroom organization.
0 1 2 3 4 5 6 7	I would like to determine how to supplement, enhance, or replace my classroom organization.
0 1 2 3 4 5 6 7	I would like to use feedback from students to change my classroom organization.
0 1 2 3 4 5 6 7	I would like to know how my role will change when I am using classroom organization.
0 1 2 3 4 5 6 7	Coordination of tasks and people is taking too much of my time.
0 1 2 3 4 5 6 7	I would like to know how other ways of classroom organization are better than what I do now.

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Thank you for responding to the two questionnaires. Before you stop, please take a minute to provide the following information.

Age (circle one):

26 - 29 30 - 39 40 - 49 over 49

Training

Degrees earned _____

_____

Date of last degree _____

College awarding last degree _____

Experience

What grade level(s) are you now teaching? _____

Total years of teaching experience _____

Years experience in this school _____

Years experience in AISD _____

How many years have you taught your current grade? _____

Which grade levels have you taught? _____

Role

	(circle one)	
Are you a member of a team?	Yes	No
Are you a team leader?	Yes	No
Are you teaching in a self-contained classroom?	Yes	No

APPENDIX L:

Manual for narratives taken in the

second phase of observation

MANUAL FOR NARRATIVES
TAKEN IN THE SECOND PHASE OF OBSERVATIONS
IN THE CLASSROOM ORGANIZATION STUDY

The guiding framework for this study has been, from its beginning examining four aspects of classroom organization: the management of time, materials, contacts with students, and constraints imposed on teachers. The four topics remain critical to the study, but experience during the first few weeks of school has led us to reorganize the questions that we are asking, in order to more specifically tap important aspects of classroom organization. Therefore, the following description does not replace earlier conceptualization of this study, but instead refines the questions based on our experience in classrooms.

While in the classroom, the observer is responsible for three activities. The most important is to be taking notes in the form of a narrative record which addresses the questions discussed below under "Narrative." In the process of doing this, the observer will also note any <u>times</u> that are necessary to complete a time log after the observation. Criteria for such times are also discussed below under "Notations of time." The third responsibility of the observer is to complete a Student Engagement Rating every fifteen minutes, by noting the number of students falling into each of eight categories of engagement, and by noting certain information about the context of the classroom at that time. Definitions of these categories are noted below under "Student engagement ratings."

<u>Notations of Time</u>

The observer should note the time at the beginning and end of an observation, and should include in the narrative record the times at which the subject matter, the major activity, content, and/or format are changed within the classroom. This would include the beginning and ending of all transitions, either between or within subject matters. The observer should also note the time of any

interruption. In general, therefore, the observer is being asked to note any times which signal a change in the classroom organization. Whenever an observer cannot decide if a time should be noted or not, she should go ahead and note it. It is better to have too many times than too few.

After the observation is completed, the observer should fill out the time log on the forms provided. This would include completing the identification field at the top of each page, and describing each interval of time in terms of the Start Time, Stop Time, number of students involved, and a brief description of the activity. The time log has space for three concurrent activities to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. This time log should include intervals spent in transition, as well as intervals of time spent in actual instruction and work on assignments. When it is completed, it should be possible to follow the schedule throughout the day for all of the students in the class. This does not mean that it should be done in terms of individual students, but rather in numbers of students in each subgroup who are following different schedules. An example of a completed time log is attached.

If the observer has more than three activities to note because four or more groups are following different schedules, she should use an extra page, rather than trying to squeeze all four on to the three sections of one page. When completed, the pages should be numbered consecutively and noted as "Page___ of___."

Narrative

The narrative which is completed in the second phase of observation will follow a general outline which lists the important questions to ask during each observation. This is a change from the very specific questions which were asked of observers with the 62 follow-up questions of the first three weeks' observation. The outline is provided below with some discussion of each of the questions and examples of important activities.

The outline is divided into two major sections which each focus on either teacher or student activities. There are more specific questions asked about the teacher's activities, but this should not lead the observer to think that these are more important than the students' activities. It is important to note the relationship between what the teacher does and what the student does; that is, the reaction of one to the other should be a very important aspect of the narratives. In fact, probably the most important question of the entire narrative is the last one included on this outline, "Why are students, either as a group or individually, off or on-task?" However, in order to answer this completely, it is important to have the information provided by answers to all of the other questions. The outline below provides discussion of each question.

I. Teacher Activities (What are the activities engaged in by the teacher to establish and maintain the classroom organization that day?) In general, the observer will be noting both explicit organizing activities and moves by the teacher, as well as implicit ones. Implicit organization would include procedures and routines that were established previously and which are used on a regular basis. As the observers become more familiar with the classrooms, and know that certain procedures have been described in detail, they can refer to them more briefly as time goes on.

A. Preparation (What has the teacher done to get ready for that day?) The observer should note both explicit and implicit planning and preparation which are evident. Likewise, it should be noted if there has been a lack of planning. Planning activities includes preparation and organization of materials and supplies. It will also include whether or not the teacher has a clear idea of the sequence of questions or sequence of information presented to the students. Whenever the observer feels that a problem has arisen due to

the lack of planning or preparation in either of these areas, she should feel free to note her interpretation of the situation.

B. Teacher communication to students. (What does the teacher communicate to the students about what they are supposed to be doing?) To answer this question, the observer should note the instructions, directions, explanations and corrections delivered to the students about their activities and use of materials. These communications may be explicit and given completely within a single observation, or they may be implicit as part of a procedure of routine which the students obviously know. Observer judgement will be involved here in deciding how many details to include about the teacher's verbal instructions. In some cases, it will be necessary to repeat them almost verbatim. In other cases, they can be described and summarized, with regard to the amount of detail or clarity involved. The observer should keep in mind that persons reading the narrative may want to trace later student on-task or off-task behavior to the information given to those students before beginning a task. Again, as the observer becomes more familiar with the procedures and routines in a classroom and particular teachers' styles, it may be possible to include less detail on such matters.

Another important component of teacher communication to students is the extent to which and the way in which teachers use praise and criticism. It has become increasingly clear to us over the last few years that the use of praise and criticism is a complex matter. Some teachers are very effective in motivating students to perform well through their use, while other teachers use so much that they make the situation worse. One type of praise which many teachers use with varying degrees of success is public praise to emphasize a positive behavior--"I like the way that Susie is sitting quietly and listening to me." Likewise, a little bit of criticism is sometimes highly effective with some students,

but can be misused easily. The observer should remain aware of the difficulty in using praise and criticism effectively, and should note instances in which they are used well and misused. Such descriptions should include, when evident, the antecedents and consequences of the use of praise and criticism. Again, observers should feel free to make any interpretive comments regarding this. It may be useful to the observer to think of activities in the classroom in terms of these three categories:

i. Academic activities and use of materials in them. The narrative should include descriptions of the actual assignments given to the students in the subject matter areas, such as written seatwork, reading, building a project for art or science, or completing math problems out of the textbook.

ii. Procedural activities and use of materials in these. This includes directions from the teacher about classroom procedures which are not directly related to completing an academic assignment, such as transitions within the room or into and out of the room, getting materials from a shelf and returning them, and going to the bathroom, getting water, or going to the pencil sharpener. There will probably be fewer of these communications than there were in the first three weeks of school, although some can be expected throughout the year. It will be especially important to note the changes in a standard procedure or schedule and the way that the teacher explains this to the students. For example, throughout the year, a teacher may be introducing new learning centers and materials to the students. It would be very important to note the specific directions and explanations given to the students then.

iii. Behavioral corrections about unsanctioned activities or unsanctioned use of materials. In this category would be included teacher corrections to

students who have broken some classroom rule or who are misbehaving. It would also include punishment that was threatened or delivered by the teacher. The observer would also want to note times when threats were not followed through on, and also times when students were obviously misbehaving but were not corrected by the teacher. In this case, there has been a lack of direct communication from the teacher which is as important to know about as the presence of some communication. In general, this statement applies to all of the questions asked under the heading of "Teacher communication to students." Again, the observer should feel free to note any interpretations or suggestions about why problems arose due to lack of clear communication to students about what was expected.

C. Teacher contacts with students and monitoring of classroom. (How does the teacher know what is going on with each student? How does the teacher monitor the class? How does the teacher allocate contacts between the students and him/herself?) While the focus of Question A above was on activities the teacher does alone without the students, and the focus of Question B was on communication from the teacher to the students, the focus of this set of questions is on the teacher receiving some kind of communication or feedback from the students about how well they are working or how much they understand. One important aspect of classroom organization is how the teacher sets this up so that it is possible for him or her to maintain as much contact as is necessary with the students in order to get feedback from them about their understanding, and to give feedback to the students about their work and behavior. Again, it may be useful to the observer to think of the classroom in terms of three major types of contacts:

i. Academic contacts. It is important for the observer to note how the teacher selects students to answer in a public setting, such as a question-and-answer discussion. Some teachers rely primarily on use of volunteers,

while some teachers allow student call-outs. In both of these cases, the students are often more in control of who deals with the teacher in the public setting than the teacher is. Other teachers maintain more of this control for themselves by calling on students who have not volunteered, or by using some sort of systematic way to call on students, such as going around the room in a pattern. The observer should note whichever techniques are used by the teacher to select students in public question-and-answer settings.

It is also important to note how the teacher maintains contact with students who are doing private work, such as seatwork or working at a learning center without being under the teacher's direct control at the time. Some teachers only deal with students who approach them or raise their hands, while other teachers very systematically circulate throughout the room, checking on students. The observer should note how the teacher distributes contacts in this setting also.

In addition, any information on how the teacher gives feedback to the students about mistakes made on their written work would be very valuable. (However, many times this is not evident.) A teacher who spends the first half-hour of every morning returning yesterday's work and telling the students their mistakes is a teacher who is very deliberately giving the students feedback on their work. The actual curriculum content of any such contacts is not of great importance to the narrative, except when it seems to affect the students' attention to task. For example, if a teacher is circulating around the room and notices that a student has misunderstood how to do something and therefore she reviews the instructions, this content should be noted. Likewise, if a student is making a lot of mistakes because he doesn't understand some concept and the teacher spends some time reviewing this, this should be noted, so that it is

distinguishable from problems arising from forgetting instructions about page numbers, how to work a puzzle, etc.

ii. Procedural contacts. These would include the teachers' monitoring the students as they go through pre-established routines, procedures, and offering further explanation as necessary. An example of a teacher actively monitoring such a situation would be one who stands at the front of the room and observes the students as they move through a transition to make sure that everyone is going where they should be going. An example of a teacher failing to do this would be one who turned her back to most of the class as they were moving through a transition. The actual content of such procedural monitoring and any contacts that result from them would be important to describe in order to clearly define any organizational problems.

iii. Behavioral contacts. It is important to note how quickly the teacher responds to misbehavior by the students and when this is the result of systematic monitoring on his/her part. That is, what does the teacher do to make sure that he/she will spot misbehaviors? Likewise, what does the teacher fail to do that prevents him/her from spotting misbehaviors? Overall, the observer should feel free to note impressions about the way monitoring systems or systems of allocating contacts seem to prevent, minimize, or cause problems. The observer should also note impressions about whether the teacher's contacts with the students consist primarily of academic, procedural, or behavioral contacts. Some teachers never deal with students except when they misbehave. Other teachers have things running so smoothly that they hardly ever have behavioral or procedural contacts, and therefore most of their contacts are academic in nature. Such impressions are very valuable, especially when the observer can also provide reasons for them.

D. Constraints on classroom organization. (What gets in the way? What interrupted the routine? What constraints were evident and how did the teacher deal with them?) The observer should note all interruptions of the classroom routine and try to classify them as internal or external to the class. That is, were they things that the teacher could have prevented or not? Likewise, any impressions should be noted about general conditions in the classroom or school that might make the teacher's job more difficult or which mean that he/she has to cope with a particular situation to minimize problems. An example of this might be having insufficient room for children to hang their coats but having students who must go outside several times during the day to go to other rooms in the school. Other examples of constraints are schedules imposed on the teacher for their entire class or groups within the class. Whenever it seems pertinent, the observer should note any questions about whether or not the teacher has the power or authority to do certain things, or has access to resources that would solve the problem. For example, if problems are arising in the classroom because of students sharing materials, and it isn't clear to the observer whether or not the teacher actually could get enough materials, this question should be noted.

II. Student Activities and Response to Teacher (What student activities are expected and desired by the teacher and what activities are actually engaged in? That is, what is the focus of the students' attention/engagement?) This is probably the most critical question of the entire study. Whenever the observer notices the probable relationship between student attention/engagement and something about the organization of the classroom, she should note that idea or interpretation.

A. Counts of students engaged in various categories will be noted on the Student Engagement Rating form. The definitions of these categories are described elsewhere in this manual. The observer should key each rating to the narrative

by noting the number of the rating on the narrative form, in the column "St. Eng.," at the line on the page where the narrative was interrupted for the Student Engagement Rating. After taking the rating, the observer should try to describe in the narrative anything that accounts for students being on- or off-task.

B. Whenever it seems relevant to the observer, she should note first names of students. This will result in informal case studies of certain students that stand out in the class.

C. Probably students who are on- on off-task in a class will be that way for different reasons, depending on the student. Whenever possible, the observer should note the apparent reasons for various subgroups of students. Some possible reasons that students may be off-task are:

i. They don't have enough to do and have finished the assigned work, or don't understand what they are supposed to do when they are finished.

ii. The students have enough to do, but do not understand how to do it and can't get the teacher's attention and/or help.

iii. The teacher is not monitoring the students and they start misbehaving and misbehavior continues.

iv. The students are distracted by something going on in the classroom.

v. The student has been working too long on the same thing and his/her attention span is short.

vi. The student is bored with the assignment.

vii. The student is engaged in other activities which are allowed in the classroom, but is probably doing this to a greater degree than necessary. (Going to the bathroom, sharpening pencils, etc. This is related to the teacher's monitoring or to poor planning of procedures, perhaps.)

viii. The students are wasting time waiting for something to be done, because the teacher has not set up a routine or procedure which would save time.

Whenever the observer can relate some of these reasons to individual students or subgroups of students such as lower achievers, students whose view of the teacher is blocked, etc., it would be a very valuable thing to include in the narrative. It is possible that the procedure for doing the narrative may be revised later in the year to allow careful focusing on individual students or subgroups of students. The ideas provided in the narratives up to this point can be utilized then in asking particular questions about these individual students or subgroups.

APPENDIX M:

Manual for Student Engagement Ratings

used after November

STUDENT ENGAGEMENT RATINGS

At fifteen minute intervals, the observer should complete a Student Engagement Rating. This consists of 1) four kinds of information about the classroom context at that time, and 2) the number of students who can be classified in each of eight different categories of engagement. The observer should complete the first rating within the first 15 minutes, and then maintain a 15-minute interval between all subsequent ratings.

Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should code the format of the classroom, the subject matter on which the teacher was focusing, the subject matter on which most of the students were focusing, and the number of students in the class at the time the rating was taken.

Classroom Format. There are 18 categories available to describe the format of the classroom. The first 14 of these categories describe ways in which the teacher may organize the class for instruction. Basically, the 14 categories represent combinations of the following three variables:

--The focus of the teacher's attention; that is, to which part of the class she is directing her attention and whether she is actively teaching something or simply monitoring the students' progress on independent work.

--The focus of the students' attention at the time; that is, whether everyone in the group is paying attention to a single stimulus, or whether each student is attending to something individually at his or her desk. In the case of individual assignments, it is important to note whether the students are working on the same assignment or whether they have different assignments.

--The number of adults who are actively supervising students.

Classroom formats 1 and 2 are similar in that they both have the teacher focusing his/her attention on the entire class at once by teaching something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. For the first two categories, it is assumed that only one adult is involved. In the case that two adults are involved presenting a single lesson to the entire class, the format would still be coded as belonging to one of these two categories. The difference between formats 1 and 2 is their content--whether academic or procedural.

1. Teacher presentation to whole class, academic in nature. In order to be classified as this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a science demonstration; teacher reading aloud a story to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid such as overhead projector, film, or television, to which the students are expected to attend; presenting assignments to the entire class; and checking work with the entire class. If four or fewer students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

2. Teacher presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description given above, and the topic must be classroom routines, procedures, rules, or behavior. This format is used frequently in the first few weeks of school. Examples of it might be describing to the entire class the way that they are to wear their name tags during the week, how they are to care for their books, how they are to enter the room in the morning, sharpen their pencils, go to the

bathroom and get water, how they are to hand in their work each day, how they are to make transitions in the room or line up to leave the room, and presentation of an attention-getting signal to the entire class with an explanation of what it means.

Format categories 3, 4, and 5 are similar in that the teacher's attention is being focused on a sub-group (usually a small one) while other students in the class are working on independent assignments without any adult other than the teacher supervising them. The students who are not with the teacher are called "out-of-group" students. The differences between categories 3, 4, and 5 have to do with whether or not these out-of-group students are working on same or different tasks.

3. Teacher presentation to a small group with others in class working independently without adult supervision. All out-of-group students are on same task. This means that every out-of-group student is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A typical example is for the teacher to be having a reading lesson with a small group while everyone else in the class is supposed to be completing the same ditto sheet.

4. Teacher presentation to small group with others in class working independently without adult supervision. Out-of-group students are on more than one task but all of their assignments are within the same content area. A typical example of this is the teacher working with a reading group while other students in the class are also engaged in reading activities. Half of these out-of-group students are supposed to be working with SRA materials, while the other half are supposed to be working on reading worksheets.

5. Teacher presentation to small group with others in class working independently without adult supervision. Out-of-group students are on more

than one task in more than one subject matter area. A typical example of this is the teacher working with a small group and listening to them read aloud while some of the out-of-group students are working on handwriting assignments, and while others are working on math assignments.

Categories 6, 7, and 8 are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The teacher is the only adult responsible for monitoring the students' work. The differences between categories 6, 7, and 8 have to do with whether the students are grouped or not and whether they are working on same or different assignments.

6. Independent individual activities. Each student is focused on his or her own individual work while the teacher circulates through the room. All of the students are working on the same task. An example is the teacher telling everyone to work the same set of ten problems out of the math book, and then circulating around the room while they are doing it. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 6, but would instead be coded as a 1, since the focus of the lesson would be the class discussion. The focus of format 6 is on the students all completing the same assignment, but completing it independently.

7. Independent individual activities. Each student is focused on his or her own individual work, while the teacher circulates through the room. The students are on different tasks. The only difference between this and category 6 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some students gradually begin working on something else. The convention

here is that when fewer than five students are doing something different from the rest of the class, the format should be coded as category 6. When five or more students are doing something different for their individual work, the format should be coded as category 7.

8. Students are working in small groups with the teacher circulating throughout the room going from group to group. At least five students are engaged in some kind of group activity such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as a category 7.

Categories 9 through 14 have the same definitions as categories 3 through 8, respectively, except that another adult besides the teacher is in the classroom and is working with the students on their assigned tasks. This other adult can be an aide, a student teacher, a student intern, or a parent volunteer. He or she must actually be working with students on academic tasks and not simply doing clerical work for the teacher at that time or observation.

Categories 15 and 16 are to be used whenever the student engagement rating is taken during a transition.

15. Transition, students staying in room and changing activities. This category should be used when fewer than five students leave the room, and others within the room are moving between small groups or getting out new materials for a different subject or different activity.

16. Transition, students entering or leaving the room. This category should be used when at least five students enter or leave the room for the purpose of changing classrooms for an academic activity.

17. Dead time. This category should be used when the entire class (or all but four or fewer) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a public discussion five minutes before lunch and not telling the children what to do then, so that they sit at their seats. Another example might be students waiting for another class to come in to begin some lesson which is team taught. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is interrupted or called aside, and she leaves the students without making provisions for their doing anything.

18. Other. If there is some activity which cannot be described by the preceding categories, the observer should code the format as 18. There should be a clear description in the narrative of what was happening in the class at that time.

Subject-teacher focus. The observer should note the code number of the subject matter on which the teacher is concentrating at the time. If the teacher is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If the teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room. A list of categories and code numbers is given below.

Subject-student focus. The observer should note the code number of the subject matter on which the students are focusing. In the event that the teacher is working with a small group, this category applies to those students who are out of the group, working at their seats or at other centers. Many times the focus of the teacher and students will be the same.

The subject matter codes are:

1. Reading
2. Spelling
3. Handwriting
4. Grammar or other aspects of Language Arts or "English"
5. Reading/Language Arts (Assignments which are a combination of the two subject areas, including anything in categories 1 through 4 above)
6. Math
7. Social Studies
8. Science
9. Spanish
10. Art
11. Music
12. Classroom procedures and rules
13. Social-emotional, affective focus, such as Magic Circle
14. Transition
15. Dead time (See definition given for format #17)
16. Other subject area
17. Mixed. A combination of two subject areas being taught at the same time other than the combination of reading and Language Arts, which is categorized as #5. An example would be math, spelling, and reading assignments being worked on at the same time.

There may be occasions in which a single activity is occurring, but it isn't clear which subject matter should be noted, since two are actually involved in teaching some content. Examples of this are: learning to sing songs in Spanish, and a Science lesson that involves the application of math. In these cases, the observer should decide which is the primary focus of the lesson and categorize that. This is usually evident from the daily schedule or the teacher's announcement about the activity.

Number in Class at Time. This should be the total number of students who were in the room and could therefore be considered in the Student Engagement Rating. This may not represent the number of students attending class that day, since students may be in the bathroom or in other places in the school at the time of the rating. The number noted here should be the total noted in eight categories of student engagement for that rating.

Categories of Student Engagement

Definitely On-Task, Academic. Students falling in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be receiving new information from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas (e.g., social studies, science, music), or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," below. It does include activities after assignments which are related to academic skills--reading library books, coloring, etc.

Probably On-Task, Academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them but who are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer cannot tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

Definitely On-Task, Procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transitions, sharpening pencils, getting out of new materials or putting up used materials, turning in work, putting headings on paper, collecting books from otner students, finding one's place in a textbook, and listening to a teacher give an assignment, when this doesn't involve the teacher actually presenting new academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is . . .," would be academic.) Sometimes procedural tasks involved the entire class (e.g., lining up to go next door for reading) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in paper). It also includes class procedures such as lining up for lunch or dismissal, collecting money from students, or any other procedure initiated by the teacher for the sake of getting something done.

Probably On-Task, Procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to a skill box to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-Task, Sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves going to the bathroom, getting water, and going to and from the waste basket.

Off-Task, Unsanctioned. Students are classified in this category when they are very clearly misbehaving and doing something which the teacher does not approve of. It is not essential that the teacher correct the student for them to be classified here. The definition of unsanctioned behaviors depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, and being out of one's seat when this is not allowed.

Dead Time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

No Data (Can't See). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in Class at Time" for that particular rating.

Student Engagement Ratings

Teacher #_____ School #____ Observer _____ Date _____AM PM # students ____ Page ___ of ___

	1	2	3	4	5
Time					
Format					
Subj.-T.					
Subj.-St.					
# in room					
# def. on, acad.					
#prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					

	6	7	8	9	10
Time					
Format					
Subj.-T.					
Subj.-St.					
# in room					
# def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					